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ABSTRACT

This coursebook provides information on the concentration in educational gerontology in the Masters Program in Adult Education at the University of Southern Maine (USM). The first section discusses educational gerontology, including its areas of focus, for whom the concentration is intended, courses in the concentration, and the certificate in educational gerontology. Section 2 describes the competency model. It displays the USM Competency Model for Educational Gerontologists, which comprises 52 statements reflecting understandings, skills, and attitudes in three areas: concentration knowledge, program knowledge, and generic skills. Validation of the model and its applications are also addressed. Section 3 contains the syllabi of each of the five courses in the concentration: Social and Public Policy in Aging, Gerontology and the Helping Professions, The Older Person as an Adult Learner, Coordinating Educational Programs for Older Adults in the Community, and The Aging Worker. A competency/course matrix summarizes the competencies addressed by each of the courses and in the concentration as a whole. Each syllabus contains a course description, course objectives, requirements, course readings, and the following information for each topic (unit) covered: objectives, learner competencies, learning strategies, and resources. A competency self-assessment is appended. (YLB)

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EDUCATIONAL GERONTOLOGY: A COMPETENCY-BASED PROGRAM FOR ADULT EDUCATORS

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February 1985

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With appreciation,

Willard D. Callender, Jr.
Project Director

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Introduction

In 1983 the University of Southern Maine received a targeted professions grant from the Administration on Aging to introduce gerontological content into the professional preparation of adult educators in its Masters Program in Adult Education. This degree program, the only one in northern New England, had begun in 1972 as a means of providing advanced study to public school adult educators. Now, eighty percent of our students are adult educators in non-school settings; thirty percent are actually employed in agencies working directly with the elderly and eighteen percent are themselves over the age of 50. The typical student is 32, has held four jobs, is fully employed now, seeks to enhance her/his skills and credibility as an adult educator in the present work site, and holds a recognized professional expertise, and often a credential, in a primary field other than adult education such as nursing, social work, respiratory therapy, physical therapy, or other fields.

In embarking on this project, we wanted as professional adult educators to bring ourselves up to date in gerontology. More importantly, we thought our work could have a large payoff for the community through the offering of new and better programs developed by our students. Our specific objectives were:

1. To review all existing courses in the curriculum for the appropriateness and currency of gerontological content and to make modifications where necessary.

2. To design, develop and receive approval for a concentration in educational gerontology as part of the Masters Program in Adult Education.

3. To increase the gerontological knowledge and awareness of our faculty by providing professional development activities involving national experts in gerontology.

4. To develop and maintain linkages with the state and area agencies on aging to insure the relevance of the training program to the actual needs of local service systems.

5. To disseminate the results of the project in such a way as to help other graduate programs and interested parties benefit from our experience.

The project has successfully achieved all five objectives. The purpose of this coursebook is to provide information on the concentration to other adult education programs.

Concentration in Educational Gerontology

What is Educational Gerontology?

Educational gerontology is the wedding of two powerful ideas: the necessity of understanding the meaning of human time, as humans by living at all and living longer experience it, and the central problem of developing our common humanity through appropriate learning opportunities. The first problem is to understand age and the meaning we have given, now give and could give to it throughout life. This includes the personal and social consequences of these views for individuals, groups, and societies, particularly for those for whom age is made or becomes a burden. The second problem is to examine and develop the art, politics and practice of education in relation to creating a world ever more fit for humans, based on more appropriate assumptions about human time.

Seen in this way, educational gerontology is not best understood as either a field in its own right or a specialty within another field. Nor do we consider education or gerontology, taken separately, as essentially fixed or isolated professions. Rather, both education and gerontology are seen as general fields of study with direct implications for all professions, institutions, and places where human endeavors occur. Educational gerontology, then, is a powerful union of two areas of intense human interest; its aim is to create and improve learning endeavors for and about aging, the meaning attributed to age, and aging individuals in all professions and institutions. It further aims to make a direct impact on problems associated with age now as well as to help create a better future.

What Are Its Areas of Focus?

While educational gerontology has a broad definition and set of interests, it has four primary areas of focus:

- The rights, interests, needs, opportunities, and issues associated with developing educational programs and equal access to educational programs for older people.
- Educational endeavors for a general public of all ages about aging and older people.
- Educational programs for professionals and others who wish to work with older people or whose activities impact directly on the life chances of older people.
- Educational programming for community mobilization and community education to address particular problems or issues defined by the community in relation to aging or the needs of older people.

Who Is the Concentration For?

The target audience for the concentration is those who:

- Are employed as full-time adult educators in any organizational setting, or
- Carry an adult educator role as part of their responsibilities in any organizational or professional setting, and
- Develop programs in which older people are learners, or
- Develop educational programs for professionals, citizens, or volunteers whose work impacts on services to older people.

Therefore, we seek to attract staff developers, trainers in business and other organizational settings, health educators, continuing educators, community educators, public school teachers and adult education staff and people who in any setting have a major educational or training role in their employment or volunteer activities.

What Are the Courses in the Concentration?

The major courses in the concentration are:

- HRD 650 - Social and Public Policy in Aging. This course examines the development of American public policy in aging from an historical perspective culminating in an analysis of the demographic and personal realities of a "greying society" and policy consequences for the future. An organizing principle of the course will be to review policies as they affect the older person's ability to achieve access to the full rights, benefits, opportunities, and protections of society. The course will review stereotypes of aging as influences on policy development. The processes of social and public policy development and analysis will be examined as will major policy areas affecting the elderly: education, housing, health care, income, employment, age discrimination. Finally, education will be examined both as a resource for the elderly and as a factor in public and social policy development. 3 Credit Hours.

- HRD 651 - The Older Person as an Adult Learner. This course examines the capabilities, interests, limitations, and needs of older persons as learners. After seeking to distinguish current fact from fiction, the course attempts to look at the realistic prospects for adult education later in life as the length of life is extended. Particular attention is given to the conditions under which older persons can best benefit from and contribute to adult education opportunities. Program development possibilities are examined in a number of settings and situations. 3 Credit Hours.

- HRD 652 - Coordinating Educational Programs for Older Adults in the Community. Designed for practitioners who already have a knowledge base in the field of adult education, this course will address the competencies needed to design and plan educational programs in a variety of community settings. Students will develop skills in program design and planning, needs assessment and in mobilizing and coordinating informal and traditional resources. A variety of educational programs related to older adults will be presented and discussed. 3 Credit Hours.

- HRD 653 - The Aging Worker. This course examines the demographics, assets and problems of the older worker. The implications for employer and employee will be studied in such areas as planning for and adjustment to retirement, vocational training, and job modification. Strategies that facilitate adult development and learning will be examined, along with a survey of various resources available to support the needs of the older worker. 3 Credit Hours.

- HRD 654 - Gerontology and the Helping Professions. This course presents three conceptual frameworks, interrelated with each other: concepts, research findings and practices of applied social gerontology; of the helping professions; and of the complex organizations which deliver services to, or on behalf of, older people. The purpose is to enable learners to integrate this knowledge for application in service to society, in general, and older people in particular. It is intended for graduate learners in the range of helping professions. 3 Credit Hours.

While these courses can be taken in any order, HRD 650, Social and Public Policy in Aging, is seen as basic to the others. Also, for students who are not currently enrolled and do not intend to enroll in the Masters of Adult Education program, it would be most desirable to take HRD 654, Gerontology and the Helping Professions, at the earliest possible time.

In addition to the five courses listed above, the department also offers each summer HRD 645, A Summer Institute in Educational Gerontology. This institute will be organized on a current and important theme or issue area which enhances one or more of the five courses in the general concentration. The institute will generally carry three credits. The institute for the summer of 1985 will be organized around age and work issues.

What Are the Completion Requirements for the Certificate in Educational Gerontology?

Students who are not matriculated in the Masters of Adult Education program complete the Certificate of Educational Gerontology by completing all five courses in the concentration.

Matriculated students in the Masters of Adult Education program complete the certificate by completing three out of the five courses in accordance with a plan approved by one's faculty advisor. Graduates of the Masters Program in Adult Education, who wish to return to complete the certificate, may do so by completing between three and five courses dependent upon an assessment of prior experience by the faculty advisor.

How Is the Certificate Received?

Students who are not matriculated in or graduates of the Masters program receive a mailed certificate of concentration completion. Also, of course, there is a transcript record of both the completion of the individual courses and the awarding of the concentration certificate.

Graduates of the Masters of Adult Education program receive a mailed certificate of completion at the point of graduation. Also, there is a notation of certificate award on the transcript as well as a record of individual course completion.

Can Courses Be Taken On a Non-Credit Basis?

Courses can be taken on an audit basis. In addition, the Summer Institute is designed for professionals who would like to take the program for Continuing Education Units (C.E.U.'s). Certificates of participation are mailed to persons who complete the program on this basis.

Can Credit Be Applied Toward Other Professional Degrees?

The concentration certificate program and its individual courses exist under the responsibility and authority of the Department of Human Resource Development and is directly coordinated by the Masters program in Adult Education. Individual courses may count for credit toward other Master's or doctoral degree programs only if approved by the faculty of such programs. Therefore, students matriculated in other graduate programs should seek prior approval from their advisor before registering in a concentration course.

However, space is available to graduate students in other programs. Also, the inter-disciplinary faculty who have planned the concentration believe that the concentration at some point could be adapted to meet the needs of a variety of graduate programs through a consortium approach and the concentration has been designed with this possibility in mind.

The Competency Model

Why a competency model?

The University of Southern Maine's concentration in Educational Gerontology is pragmatic in conception and design. It begins with the idea that there are real-life roles which need to be played. The program concentrates on preparing students for four specific roles:

- full-time adult educators in any organizational setting,
- adult educators as part of the responsibilities in any organizational or professional setting,
- developers of programs in which older people are learners, and/or
- developers of educational programs for professionals, citizens, or volunteers whose work impacts on services to older people.

To perform effectively in these roles, students need a variety of competencies, (skills, attitudes, understandings, values and interest) which allow them to apply their knowledge under changing conditions (Knowles, 1980). The competency model represents a template of the expectations which an organization has of what is required to perform in the role of Educational Gerontologist. From the perspective of the educator, the model serves several purposes:

(1) it constitutes a useful framework for organizing the content of the concentration;
(2) it provides a basis for understanding the relationship of the concentration to the total Master's program in Adult Education;
(3) the listing of competencies gives each course designer a road map to follow;
(4) it provides a checklist of performance expectations against which students can assess their educational needs; and
(5) it provides a framework for professors and students to evaluate the effectiveness of the course experience.

What are the competencies?

Displayed on the following pages, the USM Competency Model for Educational Gerontologists is comprised of 52 statements reflecting understandings, skills, and attitudes. These are grouped into three areas:

1. Concentration Knowledge

These five knowledges are specific to the five-course concentration in Educational Gerontology. Identified through a brain-storming process, they represent the understandings which are central to this concentration, and unlikely to be addressed in detail in other courses in the Master's program. These competencies distinguish an Educational Gerontologist from educators in general.

A Competency Model for Educational Gerontologists

1. CONCENTRATION KNOWLEDGE

1.1 Aging Network Understanding - Knowing the strategy, structure, power networks, funding, systems of the aging network in Maine.

1.2 Educational Gerontology Understanding - Knowing the key concepts and variables that define Educational Gerontology (e.g. critical issues, participation, barriers, learning sites).

1.3 Gerontological Public and Social Policy Understanding - Knowing legislation, policies and practices in the field of gerontology and identifying a variety of funding sources.

1.4 Gerontology Understanding - Knowing the key concepts and variables that define Gerontology (e.g. the aging process, myths and stereotypes).

1.5 Older Adult Learning Understanding - Knowing how older adults acquire and use knowledge, skills, attitudes. Understanding individual differences in learning.

2. PROGRAM KNOWLEDGE

2.1 Career Development Understanding - Knowing the personal and organizational issues and practices relevant to individual careers.

2.2 Community Understanding - Knowing the structure and processes of communities, including the relationship of formal and informal networks and the role of community education.

2.3 Educational Systems Understanding - Knowing the structure, power networks, funding of the educational system (public schools, colleges, universities). Recognizing critical current issues and trends.

2.4 Family Systems Understanding - Knowing the structure and dynamics of family systems, traditional and non-traditional. Recognizing topics in the area of family relations and child development relevant to educators.

2.5 Human Resource (HR) Field Understanding - Understanding issues and practices in other HR areas (Organizational Development, Job Design, Human Resource Planning, Selection and Staffing, Personnel Research and Information Systems, Compensation and Benefits, Employee Assistance, Union/Labor Relations, Inservice Training).

2.6 Human Services Systems Understanding - Knowing the structure, power networks, funding of the human services system. Recognizing critical current issues and trends.

2.7 Life Span Understanding - Knowing the processes underlying growth, development and behavioral changes of humans from conception to old age. Understanding the interaction of biological, cognitive and psychosocial development.

2.8 Organizational Behavior Understanding - Seeing organizations as dynamic political, economic and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events and change.

2.9 Personal Understanding - Recognizing one's own continually evolving personal philosophy and attitudes regarding personal and professional development and the aging process.

2.10 Professions Understanding - Knowing the social, historical and political forces which shape professions (especially education and the helping professions). Recognizing important issues in the current context of a specific profession.

2.11 Self-directed Learning Understanding - Involving learners appropriately in self-diagnosis of needs, planning, conducting, and evaluating of learning activities.

2.12 Society Understanding - Knowing the structure and processes of major social groups, institutions, and associations.

2.13 Training and Development Field Understanding - Knowing the technological, social, economic, professional, and regulatory issues in the field; understanding the role training and development plays in helping individuals learn for current and future jobs.

3. GENERIC SKILLS

3.1 Change Agent Skills - Ability to perform the role of change agent vis-a-vis organizations and communities utilizing educational processes.

3.2 Climate Setting Skills - Establishing a physical and psychological climate of comfort, warmth, mutual respect, openness, and trust.

3.3 Competency Identification Skills - Identifying the knowledge and skill requirements of jobs, tasks, roles.

3.4 Computer Competence - Understanding and being able to use computers.

3.5 Cooperation Skills - Planning effectively with and through others, sharing and assigning responsibilities and decision making with them when appropriate.

3.6 Cost/Benefit Analysis Skills - Assessing alternatives in terms of their financial, psychological and strategic advantages and disadvantages.

3.7 Counseling Skills - Helping individuals recognize and understand personal needs, values, problems, alternatives and goals.

3.8 Data Reduction Skills - Scanning, synthesizing and drawing conclusions from data.

3.9 Feedback Skills - Communicating opinions, observations and conclusions so that they are understood.

3.10 Futuring Skills - Projecting trends and visualizing possible probable futures and their implications.

3.11 Grantsmanship Skills - Preparing grant proposals and identifying potential funding sources for them.

3.12 Group Process Skills - Influencing groups to both accomplish tasks and fulfill the needs of their members.

3.13 Instructional Design Skills - Designing learning experiences (including objectives describing desired outputs) for accomplishing a variety of purposes while taking into account individual differences among learners.

3.14 Instructional Evaluation Skills - Evaluating learning procedures and outcomes and selecting or constructing appropriate instruments and procedures for this purpose.

3.15 Instructional Methods/Materials/Techniques Skills - Selecting and using a variety of materials, methods, and techniques (including audiovisual hardware and software) for achieving particular educational objectives.

3.16 Intellectual Versatility - Recognizing, exploring and using a broad range of ideas and practices. Thinking logically and creatively without undue influence from personal bias.

3.17 Library Skills - Gathering information from printed and other recorded sources. Identifying and using information specialists and reference services and aids.

3.18 Model Building Skills - Developing theoretical and practical frameworks which describe complex ideas in understandable, usable ways.

3.19 Needs Assessment Skills - Developing and using instruments and procedures for assessing the needs of individuals, organizations, and subpopulations in communities.

3.20 Negotiation Skills - Securing win-win agreements while successfully representing a special interest in a decision situation.

3.21 Organizational Development Skills - Ability to diagnose problems, intervene, facilitate and conduct action research and evaluation.

3.22 Performance Observation Skills - Tracking and describing behaviors and their effects.

3.23 Policy Formulation Skills - Formulating policies that clearly convey the definition of the mission, social philosophy, educational commitment, etc., of an organization.

3.24 Presentation Skills - Verbally presenting information so that the intended purpose is achieved.

3.25 Program Design Skills - Constructing a wide variety of program designs to meet needs of various situations utilizing a creative variety of formats, activities, schedules and resources.

3.26 Program Evaluation Skills - Developing and carrying out plans for program evaluation that will satisfy the requirements of institutional accountability and provide for program improvement.

3.27 Program Planning Skills - Implementing basic steps in the planning process including involving representatives of client groups and community agencies in planning and appropriately assessing needs.

3.28 Program Promotion Skills - Designing and using promotion, publicity, and public relations strategies appropriately and effectively.

3.29 Questioning Skills - Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires and other probing methods.

3.30 Records Management Skills - Storing data, information, materials and resources in easily retrievable form.

3.31 Relationship Versatility - Adjusting behavior in order to establish relationships across a broad range of people and groups.

3.32 Research Skills - Selecting, developing and using methodologies, statistical and data collection techniques for a formal inquiry.

3.33 Training Logistics Skills - Planning and coordinating operational details in an efficient and cost-effective manner.

3.34 Writing Skills - Preparing written material which follows generally accepted rules of style and form, is appropriate for the audience, creative, and accomplishes its intended purposes.

2. Program Knowledge

These thirteen knowledges apply to the adult education program as a whole. Derived from an analysis of existing course descriptions, supplemented by competencies identified for Training and Development specialists (McLagan, 1983), adult educators (Knowles, 1980), and the opinion of experts, these understandings represent the professional knowledge which distinguishes an Educational Gerontologist from gerontologists in general.

3. Generic Skills

These 34 generic skills also apply to the Master's program as a whole. While some are specific to educators (e.g. Instructional Design Skills) and others are generic professional skills (e.g. Computer Competence), together they provide the mechanisms by which students can apply their knowledge to specific situations.

Validating the model

The design of a new program which joins two such eclectic fields as adult education and gerontology poses many challenges. Nagging questions plague the designers: Does it make sense? Are we on target? The competency model gave us a tool for addressing these important concerns.

In the fall of 1984 a survey was conducted to validate the competencies and the concentration. The competency listing was mailed to 172 professionals in the southern Maine area. The sample was drawn from mailing lists of agencies who employ people in the four roles identified as the target audience for the program. Respondents were asked to rate the competencies on a five-point scale in terms of the importance to effective functioning as an educational gerontologist now and five years from now. Views on the future provided feedback on trends to ensure that the program would continue to be relevant.

Response to the survey was extremely gratifying, not only validating the accuracy of the competencies themselves but providing encouragement on the approach being used:

> I found no skills that were not important and found it difficult to differentiate the degree of importance. A well-rounded educational gerontologist should have all the skills listed.
>
> Executive Director,
> Area Agency on Aging

The mean rankings are shown below:

COMPETENCY AREA	IMPORTANCE	
	Now	Five Years From Now
1. Concentration Knowledge	4.21	4.39
2. Program Knowledge	3.70	3.96
3. Generic Skills	3.84	3.86

As shown in the following tables, all 52 competencies were rated above 3.0 indicating that all were perceived to be more than moderately important. As one respondent, a nursing home administrator, noted:

> As you see I rated most of the competencies for effective performance as a 5. I believe they are all needed as most important.

The increased rating in importance five years from now suggests that potential employers perceive a growing need for professionals with these competencies. No competencies were rated lower in importance for the future.

The competency ranked as most important for effective functioning as an Educational Gerontologist now as well as five years from now is Older Adult Learner Understanding (rated 4.41 and 4.49 respectively). Others rated highly now and in the future are Presentation Skills (4.37 and 4.43), Gerontology Understanding (4.34 and 4.40), Life Span Understanding (4.34 and 4.43), Writing Skills (4.33 and 4.46) and Intellectual Versatility (4.24 and 4.34).

The lowest rated competencies at 3.24 were Career Development Understanding and Computer Competence. However the latter was rated considerably higher in importance five years from now (4.18).

COMPETENCIES FOR EDUCATIONAL GERONTOLOGISTS
SURVEY RESULTS

Below are the results of a questionnaire mailed to 172 practitioners in the southern Maine area in the Fall of 1984. Respondants were asked to rank the following competencies in terms of their importance to effective functioning as an Educational Gerontologist now and five years from now. The results represent the average on a five-point scale where 1 = not important and 5 = very important.

	Importance to effective functioning as an Educational Gerontologist.	
COMPETENCIES	NOW	FIVE YEARS FROM NOW
1. Aging Network Understanding	4.14	4.43
2. Educational Gerontology Understanding	4.07	4.19
3. Gerontological Public and Social Policy	4.11	4.46
4. Gerontology Understanding	4.34	4.40
5. Older Adult Learning Understanding	4.41	4.49
6. Career Development Understanding	3.24	3.42
7. Community Understanding	4.07	4.14
8. Educational Systems Understanding	3.55	3.82
9. Family Systems Understanding	3.55	3.82
10. Human Resource Field Understanding	3.46	3.72
11. Human Services Systems Understanding	3.83	4.08
12. Life Span Understanding	4.34	4.43
13. Organizational Behavior Understanding	3.75	3.95
14. Personal Understanding	4.19	4.39
15. Professions Understanding	3.43	3.57
16. Self-directed Learning Understanding	3.27	4.29

SURVEY RESULTS (Cont.)

COMPETENCIES	Importance to effective functioning as an Educational Gerontologist. NOW	FIVE YEARS FROM NOW
17. Society Understanding	3.64	3.84
18. Training & Development Field Understanding	3.73	4.06
19. Change Agent Skills	3.64	3.99
20. Climate Setting Skills	4.16	4.22
21. Competency Identification Skills	3.75	3.83
22. Computer Competence	3.24	4.18
23. Cooperation Skills	4.05	4.22
24. Cost Benefit Analysis Skills	3.77	4.05
25. Counseling Skills	4.04	4.19
26. Data Reduction Skills	3.52	3.87
27. Feedback Skills	4.19	4.33
28. Futuring Skills	3.70	4.06
29. Grantsmanship Skills	3.31	3.77
30. Group Process Skills	3.87	4.05
31. Instructional Design Skills	4.04	4.24
32. Instructional Evaluation Skills	3.30	3.90
33. Instructional Methods/Materials/Techniques	3.76	3.98
34. Intellectual Versatility	4.24	4.34
35. Library Skills	3.82	3.95
36. Model Building Skills	3.60	3.84
37. Needs Assessment Skills	.02	4.24

SURVEY RESULTS (Cont.)

	Importance to effective functioning as an Educational Gerontologist.	
COMPETENCIES	NOW	FIVE YEARS FROM NOW
38. Negotiation Skills	3.82	4.01
39. Organization Development Skills	3.87	4.11
40. Performance Observation Skills	3.47	3.60
41. Policy Formulation Skills	3.82	3.98
42. Presentation Skills	4.37	4.43
43. Program Design Skills	3.96	4.12
44. Program Evaluation Skills	4.04	4.24
45. Program Planning Skills	4.05	4.14
46. Program Promotion Skills	3.89	4.11
47. Questioning Skills	3.67	3.87
48. Records Management Skills	3.73	3.89
49. Relationship Versatility	4.06	4.17
50. Research Skills	3.48	3.80
51. Training Logistics Skills	3.83	3.88
52. Writing Skills	4.33	4.46

Using the Model

The Competency Model for Educational Gerontologists has a variety of useful applications:

An organizing framework for the concentration

First, it provides a framework for the concentration thus providing faculty, students and potential employers with a common understanding of the performance expectations. As one respondent to the questionnaire noted:

> If your program actually prepares professionals to deal effectively with all of the above tasks, please have them call me for a job.

The competency/course matrix on the following pages illustrates how the competency model helps to articulate the concentration. Each of the five courses focuses on certain of the competencies as shown in the matrix. For faculty this is a mechanism for understanding how their course relates to other courses in the concentration. For students it provides a tool to help plan their participation in the concentration.

Linkage to the total Master's program

The concentration in Educational Gerontology is one of five such concentrations in the Master's program in Adult Education at USM. Since the majority of competencies are common, this model provides a mechanism for students and advisors to view educational needs in the program as a whole and to plan course participation accordingly.

Guide to course design

The competency model provides a roadmap for the course designer by helping identify the key skills, knowledge and attitudes which need to be addressed in the course. These competencies then guide the learning objectives and learning strategies. For example, if a key competency is Group Process Skills then students need to be provided learning experiences which allow them to develop these skills. It should be noted that while several competencies (e.g. Intellectual Versatility) appear in all five courses, the way in which they are addressed varies according to the application of the competency.

COMPETENCIES FOR EDUCATIONAL GERONTOLOGISTS
COMPETENCY / COURSE MATRIX

The matrix below shows the primary competencies addressed by each of the five courses in the Concentration in Educational Gerontology.

	Social and Public Policy	Helping Professions	Older Adult Learner	Community Programs	Aging Worker
1. Aging Network Understanding	*	*	*	*	*
2. Educational Gerontology Understanding			*	*	*
3. Gerontological Public and Social Policy	*		*		*
4. Gerontology Understanding	*	*	*		*
5. Older Adult Learning Understanding		*	*	*	*
6. Career Development Understanding	*	*			*
7. Community Understanding	*	*		*	*
8. Educational Systems Understanding			*	*	
9. Family Systems Understanding				*	
10. Human Resource Field Understanding			*		
11. Human Services Systems Understanding	*	*			*
12. Life Span Understanding	*		*	*	*
13. Organizational Behavior Understanding	*	*	*	*	*
14. Personal Understanding	*	*	*	*	*
15. Professions Understanding		*			*
16. Self-directed Learning Understanding		*		*	

COMPETENCY / COURSE MATRIX (Cont.)

	Social and Public Policy	Helping Professions	Older Adult Learner	Community Programs	Aging Worker
17. Society Understanding	*	*	*	*	*
18. Training & Development Field Understanding					*
19. Change Agent Skills	*	*			
20. Climate Setting Skills		*			*
21. Competency Identification Skills	*	*	*	*	*
22. Computer Competence					
23. Cooperation Skills	*	*		*	*
24. Cost Benefit Analysis Skills	*		*	*	
25. Counseling Skills		*			
26. Data Reduction Skills	*	*	*	*	*
27. Feedback Skills	*	*	*	*	
28. Futuring Skills	*		*	*	*
29. Grantsmanship Skills					
30. Group Process Skills	*	*	*	*	
31. Instructional Design Skills					*
32. Instructional Evaluation Skills					
33. Instructional Methods/Materials/Techniques					
34. Intellectual Versatility	*	*	*	*	*
35. Library Skills	*	*			*
36. Model Building Skills		*	*	*	
37. Needs Assessment Skills		*		*	

COMPETENCY / COURSE MATRIX (Cont.)

	Social and Public Policy	Helping Professions	Older Adult Learner	Community Programs	Aging Worker
38. Negotiation Skills	*	*	*	*	
39. Organization Development Skills					
40. Performance Observation Skills		*			
41. Policy Formulation Skills	*				*
42. Presentation Skills	*		*	*	*
43. Program Design Skills		*	*	*	
44. Program Evaluation Skills			*	*	
45. Program Planning Skills		*	*	*	*
46. Program Promotion Skills		*			
47. Questioning Skills					*
48. Records Management Skills					
49. Relationship Versatility	*		*	*	
50. Research Skills					
51. Training Logistics Skills					
52. Writing Skills	*	*	*	*	*

The Courses

This section contains the syllabi of each of the five courses in the concentration:

- Social and Public Policy in Aging
- Gerontology and the Helping Professions
- The Older Person as an Adult Learner
- Coordinating Educational Programs for Older Adults in the Community
- The Aging Worker

Each course was designed by one or two faculty members with expertise in the subject area. In the interest of consistency and brevity, each course has been edited and presented in a standardized format in this coursebook. The competency/course matrix on pages 18-19 summarizes the competencies addressed by each of the courses and in the concentration as a whole.

Social and Public Policy

Course Description

This course examines the development of American Public Policy in aging from an historical perspective culminating in an analysis of the demographic and personal realities of a "graying society" and policy consequences for the future. An organizing principle of the course will be to review policies as they affect the older person's ability to achieve access to the full rights, benefits, opportunities, and protections of society. The course will review individual values and stereotypes of aging as influences on policy development. The processes of social and public policy development and analysis will be examined as will major policy areas affecting the elderly: housing, health care, income, employment, and age discrimination. Finally, education will be examined both as a resource for the elderly and as a factor in public and social policy development.

Students will be provided a conceptual framework and tools for analyzing public and social policy in aging, and develop, within that framework, an understanding of existing major policies in aging and an ability to intervene in future policy development.

Course Objectives

1. To understand aging as a personal and societal process.
2. To understand the difference between social and public policy.
3. To enumerate and discuss the implications of the "greying of America."
4. To identify and evaluate major policies affecting the elderly.
5. To anticipate needed policy changes.
6. To design a system for influencing policy-making at the local level.

Requirements

1. Attendance and participation (25%)
2. Class presentation (30%)
3. Two term papers (25%)
4. Final exam (20%)

Course Readings

Estes, C. L. (1979). The aging enterprise: A critical examination of social policies and services for the aged. CA: Jossey-Bass.

Lowy, L. (1980). Social policy and programs on aging: What it is and what it should be in later years. Washington, DC: Heath.

Special committee on aging. (1983). Developments in aging Vol. 1. Washington, DC: U. S. Government Printing Office.

1: Context of the Course
Defining Social and Public Policy Readings

Objectives

1. To assess student competencies in relation to the competencies identified for the course and to discuss how the competencies are applied in developing and influencing social and public policy.
2. To assess and discuss students' own attitudes about aging.
3. To identify and discuss the difference between social and public policy through relating personal attitudes about aging to professional roles and personna.

Learner Competencies

- Personal Understanding
- Gerontological Public & Social Policy Understanding
- Intellectual Versatility
- Gerontology Understanding
- Life Span Understanding
- Data Reduction Skills

Learning Strategy

- Individual student self-assessment using a competency list and group discussion and feedback.
- Individual student self-assessment using a true/false quiz on the myths and stereotypes of aging.
- Mini-lecture/presentation on social and public policy.

Resources

Estes, C. L. (1979). The social construction of reality: A framework for inquiry. In C. L. Estes The aging enterprise (pp. 1-15). CA: Jossey-Bass.

Halper, T. (1980). The double edged sword: Paternalism as a policy in the problems of aging. Health and Society 58 (3) 472-496.

Palmore, E. (1981). The facts on aging quiz: Part 2. The Gerontologist 21. 4.

Vierck, E., & Rother, J. (1983). America in transition: An aging society. In Special Committee on Aging Developments in aging: 1983 (pp. 1-79). Washington, DC: U. S. Government Printing Office.

2: Defining Social and Public Policy

Objectives

1. To describe the relationship of values to policy, providing examples of how values influence policy, and to distinguish between public and social policy.
2. To discuss readings in political sociology, emphasizing the relationships between values, attitudes and action.
3. To discuss the rights of the elderly and their need for assistance.
4. To discuss the issue of paternalism as a case study of value/policy conflict.

Learner Competencies

- Gerontological Public & Social Policy Understanding
- Data Reduction Skills
- Intellectual Versatility

Learning Strategy

- Lecture/presentation.
- Discussion.

Resources

Estes, C.L. (1979). Sociopolitical influence in the development of the Older Americans Act. In C. L. Estes The aging enterprise (pp. 31-60). CA: Jossey-Bass.

Halper, T. (1980). The double edged sword: Paternalism as a policy in the problems of aging. Health and Society 58 3. 472-496.

Older Americans Act (1983). In Special Committee on Aging Developments in Aging (pp. 497-533). Washington, DC: Government Printing Office.

Older American's Act of 1965 as amended (PL89-73). In Congressional Quarterly Almanac 1965. (pp.357-370). Washington, DC: Congressional Quarterly. (Selected state and federal regulations--handout).

Rush, M. & Althoff, P. (1972). Development of political sociology and political socialization. In M. Rush and P. Althoff An introduction to political sociology (pp. 1-54). IN: Bobbs-Merrill Co.

3: Towards a National Policy on Aging

Objectives

1. To review and discuss demographic data on population changes and projections.
2. To identify aging as a lifelong process affecting all individuals within the society.
3. To determine how demographic changes might influence and be influenced by social institutions.

Learner Competencies

- Data Reduction Skills
- Intellectual Versatility
- Life Span Understanding
- Society Understanding
- Gerontology Understanding
- Gerontological Public & Social Policy

Learning Strategy

- Lecture/presentation.
- Discussion and feedback.

Resources

Department of Health and Human Services (1981). Final report on the 1981 White House Conference on Aging. Washington, DC: U. S. Government Printing Office.

Vierck, E. & Rother, J. (1983). America in transition: An aging society. In Special Committee on Aging Developments in aging: 1983 (pp. 1-79). Washington, DC: U. S. Government Printing Office.

4: Issues for the 21st Century

Objectives

1. To personalize the aging process as a determinant for current and future personal choices.
2. To recognize the strengths and potentials of aging.
3. To identify and examine community and personal behaviors which segregate or demean aging.
4. To identify new programs and policies to improve the quality of life for all ages in the 21st Century.

Learner Competencies

- Futuring Skills
- Personal Understanding
- Society Understanding
- Gerontology Understanding
- Community Understanding
- Feedback Skills
- Life Span Understanding

Learning Strategy

- Mini-lecture.
- Small group discussion.
- Large group discussion and feedback.

Resources

Binstock, H. (1977). What should our goals be for the eighties and beyond? In National Journal Conference Proceedings. Washington, DC: Government Research Corp.

Tamara, H. & Adams, K. (1982). Aging and life course transitions: An interdisciplinary perspective. NY: Guilford Press.

5: Public Policy Toward Aging

Objectives

1. To understand the historical roots of policy development.
2. To understand the service and advocacy network created by and influencing public policy.
3. To explore the emerging policy system.

Learner Competencies

- Aging Network Understanding
- Gerontological Public & Social Policy
- Society Understanding
- Data Reduction Skills
- Intellectual Versatility
- Human Services Systems Understanding

Learning Strategy

- Lecture/Presentation.

Resources

Estes, C. (1979). Sociopolitical influence in the development of the Older Americans Act. In C. L. Estes The aging enterprise (pp. 31-60). CA: Jossey-Bass.

Older Americans Act. (1983). In Special Committee on Aging. Developments in aging (pp. 497-533). Washington, DC: U. S. Government Printing Office.

Older American's Act of 1965 as amended. (PL 89-73). In Congressional Quarterly Almanac 1965. (pp. 357-370). Washington, DC: Congressional Quarterly.

6: Types of Social and Public Policy

Objectives

1. To identify the legislative/judicial/executive functions and components of public policy.
2. To describe the components of organizational policy, and to distinguish between formal and informal policy.
3. To discuss how social and public policy impacts all organizations and individual roles within organizations.

Learner Competencies

- Gerontological Public & Social Policy
- Intellectual Versatility
- Organizational Understanding
- Aging Network Understanding
- Data Reduction Skills
- Society Understanding

Learning Strategy

- Lecture/presentation and discussion of types of social and public policy.
- Discussion of the Older Americans Act as a case study of how public policy is interpreted.

Resources

Estes, C. L. (1979). Accountability, bureaucracy and the Older Americans Act. In C. L. Estes The aging enterprise (pp. 145-170). CA: Jossey-Bass.

Etzioni, A. (1964). Rationality and happiness: The organizational dilemma & The organizational goal: Master or servant. In A. Etzioni Modern organizations (pp. 145-170). CA: Jossey-Bass.

7: Policy Formulation and Decision Making

Objectives

1. To demonstrate the process of policy formulation through participation in a simulation exercise.
2. To discuss issues and problems in policy formulation and decision making.

Learner Competencies

- Organizational Behavior Understanding
- Data Reduction Skills
- Negotiation Skills
- Cooperation Skills
- Aging Network Understanding
- Group Process Skills
- Change Agent Skills

Learning Strategy

- Participation in a simulation exercise with assigned roles of a town meeting to formulate policy.
- Following the exercise, students discuss the experience and relate the issues to their real-life role and experiences and to course content on public policy development.

Resources

Katz, D. & Kahn, R. (1966). Policy formation and decision making. In D. Katz and R. Kahn The social psychology of organizations. NY: John Wiley & Sons.

8: Toward a National Policy for Whom

Objectives

1. To discuss how organizational goals are displaced and how policy can be articulated differently from its intent.
2. To discuss the White House Conference on Aging as a case study in the articulation of public policy.
3. To provide examples and role models of older people actively involved in the creation of policies which affect them.

Learner Competencies

- Gerontological Public & Social Policy
- Intellectual Versatility
- Organizational Understanding
- Aging Network Understanding
- Personal Understanding
- Society Understanding
- Data Reduction Skills

Learning Strategy

The session will be in two parts:

- Panel discussion of representatives of older people. Older people representing different interest groups and organizations talking about their experiences with such activities as the White House Conference on Aging, lobbying for passage of legislation, program development, etc.

- Student discussion with the panel relating the panel discussion to the course content on public and social policies.

Resources

Department of Health and Human Services (1981). Final report on the 1981 White House Conference on Aging 1. 8-13. Washington, DC: U. S. Government Printing Office.

Estes, C. L. (1979). Eighty federal programs for the elderly. In C. L. Estes The aging enterprise (pp. 76-117). CA: Jossey-Bass.

Estes, C. L. (1979). Pluralism, interest group politics and policy ambiguity. In C. L Estes The aging enterprise (pp. 61-75). CA: Jossey-Bass.

Lowy, L. (1980). Toward a national policy on aging: The foundation of public policy. In L. Lowy Social policy and programs on aging: What it is and what it should be in later years (pp. 25-46). Washington, DC: Heath.

9: Emerging Policy Issues: Work and Income

Objectives

1. To describe and discuss major policy issues relating to work and income.
2. To describe the components and foundations of income maintenance programs.
3. To discuss some of the value foundations of public policy in the social security program, its background and current situation.
4. To discuss future issues relating to work and income: work options, economic and social issues.
5. To discuss Maine's legislation on forced retirement as a case study in impacting public policy.

Learner Competencies

- Gerontological Public & Social Policy
- Futuring Skills
- Society Understanding
- Change Agent Skills
- Data Reduction Skills
- Intellectual Versatility
- Organizational Understanding

Learning Strategy

- Lecture/Presentation.
- Discussion and Feedback.

Resources

Employment. (1983). In Special Committee on Aging Developments in aging: 1983 (pp. 268-293). Washington, DC: U.S. Government Printing Office.

Kertzer, S. (1981). Perspectives on older workers: Maine prohibition of mandatory retirement. Maine Law Review 33 (1) 157-194. Portland, ME: Maine Law Review.

Lowy, L. (1980). Income policy and programs. In L. Lowy. Social policy and programs on aging: What it is and what it should be in later years (pp. 47-84). Washington, DC: Heath.

Retirement income (1983). In Special Committee on Aging. Developments in aging (pp. 112-267). Washington, DC: U. S. Government Printing Office.

Suggested:

Representatives from local agencies (eg. Social Security program) to provide their perspective.

10: Emerging Policy Issues: Health Care

Objectives

1. To describe some of the major policy issues in health care, (eg. policy toward a continuum of care, reimbursement policies, medicare financing).
2. To describe new research findings relating to health care needs of older people and to discuss their policy implications.
3. To discuss ethical issues facing health practitioners, and significant others regarding health care of older people.

Learner Competencies

- Gerontological Public & Social Policy
- Intellectual Versatility
- Gerontology Understanding
- Data Reduction Skills
- Futuring Skills
- Society Understanding

Learning Strategy

- Lecture/Presentation.
- Panel discussion including a lawyer, health practitioner, an advocate for the elderly, an older consumer and family member.

Resources

Health care expenditures & Federal programs providing health coverage for the elderly & Federal health legislation and Aging Committee oversight in the 36th Congress. (1983). In Special Committee on Aging Developments in aging: 1983 (pp. 353-417). Washington, DC: U. S. Government Printing Office.

Lowy, L. (1980). Health policy and programs. In L. Lowy Social policy and programs on aging: What it is and what it should be in later years (pp. 85-130). Washington, DC: Heath.

11: Emerging Policy Issues: Housing

Objectives

1. To describe some of the major policy issues in housing (eg. needs of population, relationship to health care and income, home equity conversion).
2. To discuss issues in planning and implementing housing programs for the elderly.

Learner Competencies

- Gerontological Public & Social Policy
- Data Reduction Skills
- Feedback Skills
- Life Span Understanding
- Gerontology Understanding
- Intellectual Versatility

Learning Strategy

- Lecture/Presentation on the major issues.
- Panel discussion including an architect, representative of a bank, an elderly advocate and consumer, housing developer.

Resources

Bureau of Maine's Elderly, Department of Human Services (1984). Consumer's guide to home equity conversion. Augusta, ME: Bureau of Maine's Elderly.

Federal housing programs & Private housing options for older Americans & Energy assistance and weatherization. (1983). In Special Committee on Aging Developments in aging: 1983 (pp. 447-492). Washington, DC: U. S. Government Printing Office.

Lowy, L. (1980). Housing policies and programs. In L. Lowy Social policy and programs on aging: What it is and what it should be in later years (pp. 131-152). Washington, DC: Heath.

12 & 13: Student Presentations

Objectives

1. To present and discuss a policy issue based on his/her own professional role.

Learner Competencies

- Gerontological Public & Social Policy
- Gerontology Understanding
- Organizational Behavior Understanding
- Change Agent Skills
- Intellectual Versatility
- Presentation Skills
- Community Understanding
- Society Understanding
- Feedback Skills
- Group Process Skills

Learning Strategy

- Individual students will make a presentation to the class of a policy issue related to their professional role. This may include both an analysis of needed policy changes and/or a system for influencing policy-making at the local level.

14: Roles and Responsibilities

Objectives

1. To discuss roles and responsibilities for public and social policy, which everyone shares regardless of his/her position (private, public, family and self).
2. To focus on roles and responsibilities in relation to educational policy (accessibility, free tuition, age segregation).
3. To assess student competencies in relation to the competencies addressed in the course and to discuss (a) how the competencies were developed during the courses and (b) how they can be applied in practical situations.

Learner Competencies

- Gerontological Public & Social Policy
- Intellectual Versatility
- Feedback Skills
- Community Understanding
- Society Understanding
- Group Process Skills
- Personal Understanding

Learning Strategy

- Minilecture providing overview of social policy planning issues. Through a group discussion, the class will generate a listing of roles and responsibilities. Small groups will then select a policy issue (e.g. free tuition) and identify strategies and concerns in addressing this issue at the local and state level.

- The course will end with students completing the written self assessment used in Unit I and discussing and evaluating their own experience and the course.

Resources

Estes, C. L. (1979). Social policy alternatives: A redefinition of problems, goals and strategies. In C. L. Estes The aging enterprise: Critical examination of social policies and services for the aged (pp. 221-247). CA: Jossey-Bass.

Lowy, L. (1980). Social policies planning for tomorrow. In L. Lowy Social policy and programs on aging: What it is and what it should be in later years (pp. 205-220). Washington, DC: Heath.

Helping Professions

Course Description

This graduate-level course is intended to advance the ability of helping professionals, in general, and adult educators, in particular, to increase their contribution, and that of their organizations, to the quality of older people's lives. The course does not stand alone but interfaces, in varying degrees, with the courses in a gerontology-related concentration which is part of an adult education curriculum. The goal of the course is to develop the ability of helping professionals to utilize gerontological and social-behavioral science theory and research evidence as a basis for maximizing the well-being of older people; and to deliver services effectively to older people and to lead or guide others in so doing.

Course Objectives

At the end of the course students will be able to:

1. utilize the range of available resources and generate new linkages among systems which can serve older clients,
2. build coalitions and networks which help older people to achieve their needs, wants and aspirations,
3. distinguish between ethical and non-ethical responses to older clients and their situations,
4. deal effectively with professionals and organizations who affect older clients' lives,
5. develop strategies for appropriate problem-solving with older clients,
6. monitor the presence of age bias in their professional practice, and
7. plan, assess and implement (when appropriate) strategies for changing organizations which lack a positive impact upon, or on behalf of, their older clients.

Requirements

1. Class attendance and participation.
2. Written assignments to demonstrate ability to apply course concepts to the "real world" of older clients.
3. Performance in group simulations (Sessions 11-13) and in debate (Session 14).

EXPLANATORY NOTE: Several units are related to each other (e.g. IIa, IIb) rather than all being listed sequentially, because these will be taught in interrelation to each other.

Unit I
(Sessions 1 - 5)

- Older Clients and the Helping Professions: Goodness and Poorness of Fit
- The Organizational Context for the Delivery of Most Professional Services: A Recapitulation
- Interprofessional and Interorganizational Dynamics

Objectives

1. To assess student professional competencies in relation to the Learner Competencies identified for this course and to discuss the role of these competencies in assisting older people to enhance the quality of their lives.
2. To learn or reinforce 20 concepts or theories which facilitate understanding, empathizing with, serving and interpreting older people. To apply this knowledge to professional practice with, and in relation to, older people.
3. To develop a framework for distinguishing between decrements due to aging and those due primarily to factors other than aging (motivation, self-esteem, sense of mastery, decreased health.)
4. To evaluate one's own perceptions of aging and older people.
5. To perceive the relationship between societal attitudes toward aging and older people, and the self-perceptions of many older people.
6. To describe and discuss the history and evolution of the professions, their power and authoritative perceptions of clients; to understand the double bind experienced by professionals and to learn or reinforce approximately 25 concepts or theories which deepen understanding about the dynamics of the helping professions and their interaction with clients.
7. To review the origins and consequences of bureaucratic administration of many professional services and functions; the fit between professions and complex organizations; the prohibition of human service clients from participating in the governance of helping organizations; the forces which may interfere with good service to clients. (See Unit II).
8. To describe the double reinforcement of passive-dependent role expectations placed upon older people.
9. To describe the disapproval of services competing for the same clientele (usually mislabelled "duplication of services"). To perceive how this double standard contrasts to almost all other institutions for a free enterprise system. To describe how to educate older clients to discriminate effectively between the competing services.
10. To describe functional and dysfunctional dynamics of interactions among helping professions and human service organizations.

Learner Competencies

- Gerontology Understanding
- Older Adult Learning Understanding
- Professions Understanding
- Self-Directed Learning Understanding
- Human Services Systems Understanding
- Counseling Skills
- Data Reduction Skills
- Intellectual Versatility
- Performance Observation Skills
- Library Skills
- Writing Skills
- Model Building Skills
- Personal Understanding

Learning Strategies

- Lecture/Discussion
- Case Discussions
- Readings
- Project #1, assigned during Session 1, due to be submitted at Session 4.
- Project #2, assigned during Session 4, due to be submitted at Session 8.

Assignments

Maximum of 10 double-spaced pages (typewritten) or the handwritten equivalent.

Project #1 - Interview an older person on state of cultural, economic, educational, emotional, health, housing, recreational, transportation and social needs. To what extent are these needs being satisfied? By whom? Then interview one professional (whose organization provides one or more of the above services to older people) as to the adequacy of service provision to older people in the locality.

Project #2 - Creating a New Service for an Unpopular Clientele: The Worcester Age Center. From 1960-63, aided by a community organization grant from the Ford Foundation, the Worcester (Mass.) Committee on Aging struggled against the powerful opposition of the Worcester philanthropy establishment in an effort to establish one of the nation's first multi-purpose service centers for older people. Among the range of health, social and educational services contemplated was formal and informal adult education. Utilizing course concepts introduced to date, analyze the organizational and professional dynamics reported in the case record which will be furnished.

Resources

Arluke, A. et al. (August 1960). Sexuality and romance in advice books for the elderly. The Gerontologist 24 (4). 415-418.

Blau, P. M. & Scott, W. R. (1960). Formal organizations. San Francisco, CA: Chandler.

Brubacker, T. H., & Powers, E. A. (July 1976). The stereotype of "old." Journal of Gerontology 31 (4). 441-447.

Butler, R. N. (1975). Why survive? Being old in America. NY: Harper & Row.

Clark, M. et al. (1967). Culture and aging. Springfield, IL: Thomas.

Curtin, S. (1972). Nobody ever died of old age. Boston, MA: Little Brown.

de Beauvoir, S. (1973). The coming of age (pp. 1-128). NY: Putnam.

Feldstein, D. (Oct. 1971). Do we need professions in our society? Social Work. 5-11.

Fry, C. L. (1980). Aging in culture and society. Brooklyn, NY: J. F. Bergin.

Greenwood, E. (1964). The elements of professionalization. In H. M. Vollmer & D. L. Mills (Eds.). Professionalization. (pp. 9-19) Englewood Cliffs, NJ: Prentice Hall.

Haug, M. R. (1981). Elderly patients and their doctors. NY: Springer.

Hopkins, T. J. (Spring 1980). A conceptual framework for understanding the three "isms"--racism, ageism, sexism. Journal of Education for Social Work 16 (2). 63-70.

Keith, J. (1984). Old people as people. Boston, MA: Little, Brown.

Knapp, M. R. J. (Dec. 1977). The activity theory of aging: An examination in the English context. The Gerontologist 17 (6). 553-559.

Korn, R. (1923). The private citizen, the social expert, and the social problem. In B. Rosenberg, et al. (Eds.). Mass society in crisis. (pp. 576-593) NY: Macmillan.

Lowy, L. (1980). Social policies and programs on aging: What is and what should be in the later years. Washington, DC: Heath.

MacDonald, B. & Rich, C. (1983). Look me in the eye: Old women, aging and ageism. San Francisco, CA: Spinsters, Ink.

Matthews, S. H. (1979). The social world of old women: Management of self-identity Beverly Hills, CA: Sage.

Sarton, M. (1982). As we are now. Beverly Hills, CA: Sage.

Scott-Maxwell, F. Pier. (1979). The measure of my days. NY: Penguin.

Sill, J. S. (Aug. 1980). Disengagement reconsidered: Awareness of finitude. The Gerontologist 20 (4). 457-462.

Steinman, R. (1973). Creating a new service for an unpopular clientele: The Worcester Age Center. Unpublished manuscript. (mimeo).

Steinman, R. (1966). Dictionary of concepts for appreciating or modifying the impact of complex organizations and professions upon clients. Unpublished manuscript, (computer printout).

Steinman, R. (1980). Health psychology and older people: Toward eradicating ageism from attitudes and practices. In M. Jospe, et al. (Eds.). Psychological factors in health care (pp. 211-228). Lexington, MA: Lexington Books.

Steinman, R. (1975) The right of all older people to perform socially-valued roles. Unpublished manuscript, (mimeo). Paper presented at meeting of Medical Sociology Group. University of Edinborough, Scotland.

Vollmer, H. M. & Mills, D. L. (1966). Professionalization. Englewood Cliffs, NJ: Prentice-Hall.

Unit II
(Sessions 6 - 9)

- **Maximizing Factors Which Facilitate the Provision of Professional Help to Older Clients, and Minimizing Inhibiting Factors**

- **Conceptual and Theoretical Tools for Analyzing, Planning and Implementing Improved Delivery of Professionally-Directed Services to Older People**

Objectives

1. To analyze professional and organizational resources operating for, and resistances operating against, the effective delivery of services needed by older people.
2. To detect stereotypic responses which older people receive from some professionals and organizations and, where indicated, plan strategies to neutralize or counteract the effect of such responses.
3. To promote accurate assessment of older people by helping professionals.
4. To utilize concepts, evidence and strategies concerning the professions and their organizations to plan effective methods for assisting older people to overcome bureaucratic and professional barriers, if any.
5. To describe the orderly progression of the problem-solving process when older people are faced with negative impacts by professionals or organizations.

Learner Competencies

- Aging Network Understanding
- Career Development Understanding
- Community Understanding
- Gerontology Understanding
- Human Services Systems Understanding
- Organizational Behavior Understanding
- Professions Understanding
- Self-Directed Learning Understanding
- Society Understanding
- Writing Skills
- Change Agent Skills
- Climate-Setting Skills
- Cooperation Skills
- Data Reduction Skills
- Feedback Skills
- Group Process Skills
- Intellectual Versatility
- Library Skills
- Model Building Skills
- Negotiation Skills
- Performance Observation Skills
- Program Planning Skills
- Program Promotion Skills

Learning Strategy

- Lecture/Discussion
- Readings
- Classroom Simulation, performed by the class, of an endeavor to change an agency from within
- Project #2, assigned during Session 4, due to be submitted at Session 8.
- Project #3, assigned during Session 8, due to be presented to the class at Session 11, 12 or 13.

Project #3 Assignment

Students are encouraged to perform this project in teams of two. They have a choice between each of the following assignments. The goal is to arrive at a planned solution and then guide the class in role-playing that solution. Maximum length: 10 double-spaced, typewritten pages or the handwritten equivalent.

Option A. Adding Adult Educator to the Staff and Services of New York City's Friendship Center

The Friendship Center is an innovative service for older people with mental/emotional/cognitive impairments who wander the streets of a neighborhood in mid-Manhattan. A drop-in center atmosphere prevails. The community health nurse and social worker on duty maintain a very low profile, with offices inconspicuously in the rear of the facility. They welcome visitors in an understated way and conduct their "interviews" and assist with problem-solving by wandering among the easy chairs, and "intervening" if and as visitors give signs of readiness. The Friendship Center fully capitalizes on peer support and peer group learning and teaching among the visitors, with "regulars" often taking newcomers or infrequent returnees under their wings.

A (hypothetical) decision has been made to conduct a feasibility study as to whether the visitors would benefit from the addition of adult education services at the Friendship Center. You have been hired as a consultant to draft a proposal and rationale for or against the addition of such services. You have been advised that the discussion and vote of the Board of Directors, as to whether or not to appropriate the necessary additional funds, will hinge heavily upon your report and recommendations.

(Materials detailing the Friendship Center will be provided as a supplement to this assignment.)

Option B. A Self-Help Group's Challenge to a Pre-Retirement Planning and Counseling Program (hypothetical).

The services of Pine Tree Adult Education Consultants, Inc., have been engaged to provide a curriculum in pre-retirement planning and counseling for the older workers in several large, local industries. The latter have funded the project. The local chapter of the Gray Panthers mounts a campaign against pre-retirement planning and counseling, on the rationale that it is forth, at best, and, at worst, a conspiracy between industry and educators to ease elder workers out of the work place in order to minimize the scarcity of jobs. They also argue that this is a thinly disguised effort to circumvent Maine's laws banning forced retirement in the workplace.

As one of the developers of the course you are asked to present a plan of action to deal with the public relations flap which has developed against the course. Present your plan, rationale, strategy.

(Materials detailing the Gray Panthers, and others describing pre-retirement planning and counseling will be provided as a supplement to this assignment.)

Resources

Beck, S. H. (Sept. 1984). Retirement preparation programs: Differentials in opportunity and use. Journal of Gerontology 39 (5) 596-602.

Brager, G. & Holloway, S. (1978). Changing human service organizations. NY: Free Press.

Gray Panthers. Network. National publication of Gray Panthers.

Patti, R. J., & Resnick, H. (1979). Changing the agency from within. Philadelphia, PA: Temple University.

Sanier, J. S. et al (March-April 1979). Reaching and serving the mentally frail elderly. Aging. (nos. 293-294). 10-17.

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UNIT III
(Session 10)

- **Innovations in the Delivery of Services to Older People by Helping Professionals**

Objectives

1. To describe two examples of alternatives to professionalized-bureaucratized human services; to more vs. less structured ways of helping natural helping networks (NHNs) and mutual-benefit associations (popularly known as "self-help organizations").
2. To discuss the motives and dynamics which propel some people to make use of these and similar alternatives.
3. To discuss how such alternatives are compatible with professionalized-bureaucratized human services.
4. To assess attitudes, judgments, feelings about older people serving themselves with the partial omission of professional intervention.

Learner Competencies

- Older Adult Learning Understanding
- Organizational Behavior Understanding
- Community Understanding
- Society Understanding
- Intellectual Versatility
- Library Skills

Learning Strategy

- Lecture/Discussion
- Readings
- Videotape viewing followed by discussion

Resources

Cantor, M. H. (1979). Neighbors and friends: An overlooked resource in the informal support system. Research on Aging. 435-463.

Chapman, N. J. (1982). Working with the informal helping system: A way of supporting families of the elderly. Unpublished manuscript, (xeroxed).

Kuhn, M. New roles for elders of the tribe. Videotape. (Feb. 1975). So. Portland: New England Conference of Adult Educators (Available at University of Southern Maine, Gorham Media Center)

Patterson, S. L. (Spr. 1977). Toward a conceptualization of natural helping. Arete 4 (3). 161-173.

Shanas, E. (Feb. 1979). Social myth as hypothesis: The case of the family relations of older people. The Gerontologist 19. (1). 3-9.

Shanas, E. (April 1979). The family as a social support system in old age. The Gerontologist 19 (2). 169-174.

Snow, D. L. & Gordon, J. B. (Aug. 1980). Social network analyses and intervention with the elderly. The Gerontologist 20. (4). 463-467.

Steinman, R. & Traunstein, D. M. (Aug.-Sept. 1976). Redefining deviance: The self-help challenge to the human services. Journal of Applied Behavioral Sciences 12. (3). 347-361.

UNIT IV
(sessions 11 - 13)

- **Constructive Intervention by the Helping Professional: The Role of the Adult Educator**

Objective

1. To develop skills in planning systematically, designing and programming strategies to facilitate learning.

Learner Competencies

- Gerontology Understanding
- Older Adult Learning Understanding
- Organizational Behavior Understanding
- Intellectual Versatility
- Model Building Skills
- Negotiation Skills
- Program Design Skills
- Program Promotion Skills
- Cooperation Skills
- Change Agent Skills
- Data Reduction Skills
- Feedback Skills
- Group Process Skills
- Library Skills
- Needs Assessment Skills
- Performance Observation Skills
- Program Planning Skills
- Writing Skills

Learning Strategy

- Drafting a written proposal.
- Formulating solutions to professional problems.
- Effectively presenting solutions to an audience and responding to critical feedback.
- Group leadership.
- Role-playing by class and instructor.
- Evaluating the effectiveness of classmates' solutions to problems.

UNIT V
(Session 14)

- **Question for Debate: How Should the Traditional Model for Professionalization Be Modified to Serve Older Clients Better?**

Objectives

1. To argue effectively as to what needs to be affirmed and retained as functional in the model for professionalization.
2. To argue effectively as to what, because it is dysfunctional, needs to be replaced, modified or otherwise changed in the model for professionalization.
3. To assess student competencies in the light of those identified for this course and discuss the role of these competencies in assisting older people to enhance the quality of their lives.

Learner Competencies

- Community Understanding
- Older Adult Learning Understanding
- Self-Directed Learning Understanding
- Feedback Skills
- Intellectual Versatility
- Model Building Skills
- Negotiation Skills
- Gerontology Understanding
- Personal Understanding
- Professions Understanding
- Society Understanding
- Data Reduction Skills
- Group Process Skills
- Library Skills
- Needs Assessment Skills

Learning Strategy

- Debate
- Students complete the competency assessment instrument after course has ended
- Discussion
- Student evaluations of course

Older Adult Learner

Course Description

This course examines the capabilities, interests, limitations, and needs of older persons as learners. After seeking to distinguish current fact from common stereotype, the course looks at the realistic prospects for adult education later in life as the length of life is extended. Particular attention is given to the conditions under which older persons can best benefit from and contribute to adult education opportunities. Program development possibilities are examined in a number of settings and situations.

Course Objectives

1. To examine the history and the participation of older people in adult education.
2. To examine everyday perspectives of the older person as an adult learner and to distinguish fact from stereotype and myth.
3. To identify the older learners' interests, capacities, problems, limitations, and support needs.
4. To identify the elements of good practice in the conduct of the adult educator role in programs for older persons.
5. To identify creative prospects for developing programs for older learners and the conditions under which such programs would be successful.
6. To examine the older person's role as a teacher and transmitter of culture, including programming opportunities for the use of older teachers.
7. To identify and test the steps of good practice in developing and teaching programs for older persons in a variety of educational settings.

Requirements

1. Attend all classes, read all assignments, be prepared (10%)
2. Self-evaluation of current competencies, interests, and needs in relation to course (10%)
3. Propose an educational plan for the course based on this assessment. (10%)
4. Develop, conduct and report on a mini-study of five older learners around interests, barriers, supports needed for learning (20%)
5. Develop a major application project in the form of an educational program on aging; an educational program for older learners; or, a strategy to use education to improve services for older people. (Written - 30%; Presentation - 10%)
6. Write a synthesis report on course (10%)

Course Readings

Okun, M. A. (Ed.). (1982). Programs for older adults. CA: Jossey-Bass.
Peterson, D. A. (1983). Facilitating education for older learners. CA: Jossey-Bass.

1: Introduction

Objectives

1. To provide an overview of the situation of older people and of the problems associated with aging.
2. To develop a beginning idea list of the potential benefits of education to older people and in preventing/resolving problems associated with aging.
3. To identify myths and stereotypes which may retard or prevent the realization of these potential benefits of education for older learners.
4. To present a competency and interest assessment process by which students can assess their competency and interests in relation to course and concentration content.
5. To develop an educational plan or contract for participation in the course.

Learner Competencies

- Educational Gerontology Understanding
- Older Learning Understanding
- Gerontology Understanding
- Personal Understanding
- Intellectual Versatility
- Model Building Skills
- Futuring Skills
- Negotiation Skills

Learning Strategy

- Mini-lecture
- Introduction/Community Building Exercise
- Competency Assessment List
- Brainstorming/List Building

Resources

Peterson, D. A. (1983). Changing social and economic roles. In D. A. Peterson. Facilitating education for older learners (pp. 1-19). CA: Jossey-Bass.

2: Adult Education and Aging

Objectives

1. To define educational gerontology, its branches, conceptions, and emphases.
2. To define the concept of "Education about aging" and how this concept relates to educational gerontology.
3. To critically evaluate both the concepts of educational gerontology and aging education in relation to their value premises and societal commitments.
4. To review the history of adult education in the United States and to examine the place of education for older learners in the history of the profession.

Learner Competencies

- Educational Gerontology Understanding
- Gerontology Understanding
- Gerontological Public and Social Policy
- Organizational Behavior Understanding
- Intellectual Versatility
- Model Building Skills

Learning Strategy

- Ask all students to define on a worksheet such terms as "educational gerontology," "education for aging," "education about aging," "education for older learners." Discuss/compare results.
- Mini-lecture on the social location of knowledge; why untrue ideas may receive support and endure.
- Discussion of the concepts of "educational gerontology" and "education for aging" on the basis of their social location and social utility.
- Individual lists and class synthesis exercise designed to arrive at a conception of the subject matter the class can defend.

Resources

Knowles, M. S. (1962). Adult education movement in the United States. NY: Holt, Rinehart & Winston.

Peterson, D. A. (1983). Trends in educational programs. In D. A. Peterson. Facilitating education for older learners (pp. 20-35). CA: Jossey-Bass.

Sherron, R. H., & Lumsden, D. B. (1978). Toward a definition of educational gerontology. In R. H. Sherron & D. B. Lumsden. Introduction to educational gerontology (pp. 1-29). Washington, DC: Hemisphere.

3: Patterns of Participation in Adult Education

Objectives

1. To describe the educational participation rates of adults throughout the life span.
2. To analyze and critique educational participation rates by age, sex and social status.
3. To define an adequate concept of educational participation which is not biased against the older person.
4. To develop a class position paper on why educational participation rates decrease with age and what the participation rate "should be in the future" under changed conditions of longevity, health, opportunity, and the absence of stereotyping and discrimination.

Learner Competencies

- Educational Gerontology Understanding
- Society Understanding
- Older Adult Learning Understanding
- Futuring Skills
- Relationship Versatility Skills
- Presentation Skills
- Life Span Understanding

Learning Strategies

- Present digest of Hiemstra's methodology, instrument and findings in his Nebraska study of educational interests, participation and barriers.
- Develop mini-study where each student can replicate Hiemstra, adding a few questions of their own, with interviews with five older persons.
- Develop a plan for reporting results the next week.

Resources

Cross, K. P. (1982). Issues in recruiting adult learners, & Who participates in adult learning. In K. P. Cross. Adults as Learners (pp. 32-80). CA: Jossey-Bass.

Hiemstra, R. (1975). The older adult and learning. Lincoln, NE: University of Nebraska-Lincoln. Department of Adult and Continuing Education.

Peterson, D. A. (1983). Patterns of participation in educational programs. In D. A. Peterson. Facilitating education for older learners (pp. 36-52). CA: Jossey-Bass.

4 Barriers to Participation in Adult Education

Objectives

1. To report on results of mini-survey planned the previous week.
2. To identify the barriers and conditions for participation from the survey and compare results with Hiemstra.
3. To identify steps which could be taken at community and state levels to reduce barriers and establish favorable conditions for programming for older learners.

Learner Competencies

- Organizational Behavior Understanding
- Educational Gerontology Understanding
- Gerontology Understanding
- Data Reduction Skills
- Intellectual Versatility Skills
- Futuring Skills
- Model Building Skills
- Presentation Skills

Learning Strategies

- Students present and discuss reports.
- Group synthesis of findings.
- Expert panel on steps to remove barriers to education and conditions for participation.

Resources

Cross, K. P. (1982). Why adults participate--and why not. In K. P. Cross, Adults as learners (pp. 81-108). CA: Jossey-Bass.

Hiemstra, R. (1975). The older adult and learning. Lincoln, NE: University of Nebraska-Lincoln. Department of Adult and Continuing Education.

5 & 6: Intelligence, Memory, Learning Ability and the Aging Process

Objectives

1. To describe the relationship of intelligence to the aging process.
2. To describe the process of memory, types of memory, and how memory may be affected by aging.
3. To describe changes in the perceptual process which are associated with aging.
4. To identify the effects that the aging process may have upon learning.

Learner Competencies

- Gerontology Understanding
- Older Adult Learning Understanding
- Data Reduction Skills
- Life Span Understanding
- Personal Understanding

Learning Strategy

- Lecture on aging process.
- Film showing how aging process may influence memory, intellectual functioning, perceptual ability.
- Some memory and perception tests to try out on self.
- Discussion as to how own ability to learn has been influenced by age and one's own attitude toward changing abilities.
- Group synthesis of what changing abilities means for the design of education.

Resources

Arenberg, D. L., & Robertson, E. A. (1944) The older adult as a learner. In S. Grabowski & W. D. Mason (Eds.) Learning for aging (pp. 2-39) Syracuse, NY: Adult Education Association of the U.S. & ERIC Clearing House on Adult Education.

Hulicka, I. M., & Gounard, B. R. (1982). Geropsychological research on learning and memory: Implications for programming. In M. A. Okun (Ed.). Programs for older adults (pp. 13-24). CA: Jossey-Bass.

Long, N. B., & Ulmer, C. (1971). Are they ever too old to learn? Englewood Cliffs, NJ: Prentice Hall.

Peterson, D. A. (1983). Intelligence and performance, & Learning ability and physical and perceptual changes. In D. A. Peterson. Facilitating education for older learners (pp. 73-106). CA: Jossey-Bass.

Sterns, H. L. & Sanders, R. E. (1980). Training and education of the elderly. In R. Turner & H. W. Reese (Eds.) Life span developmental psychology: Intervention (pp. 307-330). NY: Academic Press.

7 & 8: A Life Span Perspective to Identify Education and Training Needs

Objectives

1. To review the life span concept as a concept for understanding the stages of human life, the aging process, and human learning.
2. To identify the stages of adult life and how learning interests and motivation may be shaped by such transitions.
3. To create a theoretical model to understand education across the life span and the need for education about aging itself.
4. To develop a theoretical model to understand how attitudes toward education may be shaped by social-historical forces in childhood and earlier adulthood.

Learner Competencies

- Gerontology Understanding
- Educational Gerontology Understanding
- Older Adult Learning Understanding
- Intellectual Versatility
- Futuring Skills
- Relationship Versatility
- Life Span Understanding
- Personal Understanding

Learning Strategy

- Mini-lecture on life span concept.
- State theories of older adulthood and relationship to learning.
- Self analysis of stages/transition points of one's own lifetime and how this relates to one's own learning.
- Presentation by outside lecturer on what people of all ages should know about aging.

Resources

Agruso, V. (1978). Education and the older learner. In V. Agruso Learning in the later years (pp. 119-142). NY: Academic Press.

Hiemstra, R. (1972). Continuing education for the aged: A survey of needs and interests of older people. Adult Education 22 100-109.

Peterson, D. A. (1983). Stages of the adult lifespan, & Educational needs and wants. In D. A. Peterson Facilitating education for older learners (pp. 107-145). CA: Jossey-Bass.

Willis, S. (1982). Concepts for life span development psychology: Implications for programming. In M. A. Okun Programs for older adults (pp. 3-12). CA: Jossey-Bass.

9 & 10: Facilitating Learning Experiences for Older Learners

Objectives

1. To describe a variety of adult educator competencies in the literature, including training and human resource development literature lists.
2. To evaluate these competency lists in relation to the situation and needs of the older learner.
3. To develop a list of those competencies which are particularly relevant to work with older learners.
4. To identify strategies, techniques, and supports which are helpful to older learners.
5. To develop and practice teaching and facilitation skills in relation to programs for older learners.

Learner Competencies

- Educational Gerontology Understanding
- Older Adult Learning Understanding
- Model Building Skills
- Feedback Skills
- Relationship Versatility
- Presentation Skills
- Program Design Skills
- Program Planning Skills
- Program Evaluation Skills
- Group Process Skills

Learning Strategy

- Review lists of competencies for educational gerontologist.
- Exercise: Develop combined list of competencies needed by facilitator of learning experiences for older adults.
- Exercise: Develop combined list of educational strategies, techniques and supports needed for programs for older learners.
- Group discussion and critique of lists in two exercises.
- Students develop and present plan to develop an educational program demonstrating key competencies/strategies in coming weeks.

Resources

McLagan, P. (1983). Key human resource development competencies. In Models for excellence (pp. 29 & 36). Washington, DC: American Society for Training and Development.

Hiemstra, R. (1980). The older adult as learner, & Teaching older adults: instructor roles; self directed learning. In R. Hiemstra Preparing human service practitioners to teach older adults (pp. 1-25). Columbus, OH: ERIC.

Peterson, D. A. (1983). Selecting methods of instruction, & Teaching and learning styles. In D. A. Peterson Facilitating education for older learners (pp. 146-180). CA: Jossey-Bass.

Competency lists compiled by instructor.

11: Designing Learning Experiences for Older Learners

Objectives

1. To identify the elements of good practice in the conduct of the adult educator role in programs for older persons.
2. To identity educational strategies, techniques and supports which are more helpful to older learners.

Learner Competencies

- Group Process Skills
- Relationship Versatility
- Program Design Skills
- Program Planning Skills
- Feedback Skills

Learning Strategy

- Small group exercise: students generate listings of good practice in programming for older learners.
- Large group sharing of ideas.

Resources

Knowlton, M. P. (1977). Liberal arts: The elderhostel plan for survival. Educational Gerontology 2 87-93.

Peterson, D. A. (1983). Retraining for extended employment, & Retirement preparation programs. In D. A. Peterson Facilitating education for older learners (pp. 181-239). CA: Jossey-Bass.

Peterson, D. A. & Bolton, C. R. (1980). Growing awareness of the aging in higher education. In D. A. Peterson & C. R. Bolton Gerontology instruction in higher education (pp. 10-27). NY: Springer.

Scanlon, J. (1978). How to plan a college program for older people. NY: Academy for Educational Development.

Washel, S. (1982). Scope of educational programs for older adults, Maves, P., Programming for older adults: A church's response, Price, J. C. Educational programs for older adults: A public school's response. In M. A. Okun (Ed.). Programs for older adults (pp. 25-54). CA: Jossey-Bass.

12 & 13: Types of Programs for Older Learners

Objectives

1. To describe the range of educational programming now available to older learners.
2. To assess why these particular programs rather than others have been developed.
3. To critique/evaluate the effectiveness and benefits of these programs.
4. To develop a framework for thinking about program ownership/design.
5. To develop a framework for identifying other types of programming for the future.

Learner Competencies

- Gerontology Understanding
- Educational Gerontology Understanding
- Older Adult Learning Understanding
- Society Understanding
- Cost Benefit Analysis Skills
- Intellectual Versatility
- Futuring Skills
- Presentation Skills
- Program Evaluation Skills
- Educational Systems Understanding
- Aging Network Understanding

Learning Strategy

- Discussion of samples of programs presented in readings.
- Review cases of exemplary programs identified in resource study.
- Present/discuss/refine model for evaluating educational programs for adults.
- Presentation of programs by panel of community educators.
- Class presentations by selected students of their projects.
- Feedback on projects.

Resources

See Session 11.

14: Issues for the Future

Objectives

1. To identify current issues in aging education
2. To identify probable issues in aging education in the next century.
3. To conduct student self assessment and a synthesis/evaluation of course.

Learner Competencies

- Gerontology Understanding
- Educational Gerontology Understanding
- Older Adult Learning Understanding
- Model Building Skills
- Futuring Skills
- Feedback Skills
- Program Evaluation Skills
- Intellectual Versatility

Learning Strategy

- Ask students to do synthesis paper on what they have learned and on what they have found to be major current and future issues.
- Discuss synthesis papers
- Students assess themselves using competency checklist and conduct formal evaluation of course.

Resources

McMahon, A. T. (1979). Needs for new emphasis in social and educational policy toward the elderly. Educational Gerontology 4 101-113.

Peterson, D. A. (1983). Providing access to education, & Planning and implementing effective educational programs, & Future issues in education for older learners. In D. A. Peterson Facilitating education for older learners (pp. 263-306). CA: Jossey-Bass.

Peterson, D. A., & Orgren, R. A. (1982). Issues in educational programming for older adults, Okun, M. A. Reflections on programs for older adults. In M. A. Okun Programs for older adults (pp. 75-98). CA: Jossey-Bass.

Community Programs

Course Description

Designed for practitioners who already have a knowledge base in the field of adult education, this course will address the competencies needed to design and plan educational programs in a variety of community settings. Students will develop skills in program design and planning, needs assessment and mobilizing and coordinating the informal and traditional resources in the community. A variety of educational programs related to older adults will be presented and discussed.

Course Objectives

At the end of the course students will be able to:

1. plan educational programs for older adults
2. conduct assessments of needs and resources in the community
3. coordinate/mobilize community resources
4. identify and critique educational programs offered by traditional and non-traditional providers
5. describe the role of education in building social supports
6. define criteria for developing educational programs in the community

Requirements

1. Attendance and participation (20%)
2. Class presentation (20%)
3. Six synthesis papers related to the course goals (60%)

Course Readings

Required:

Hiemstra, R. (1975) The older adult and learning. Department of Adult and Continuing Education. Lincoln, NE: University of Nebraska-Lincoln.

Okun, M. A. (Ed.). (1982). Programs for older adults. CA: Jossey Bass.

Sherron, R. H., & Lumsden, D. B. (Eds.). (1978). Introduction to educational gerontology. Washington, DC: Hemisphere.

Suggested:

Grabowski, S. & Mason, W.D. (Eds). (1975). Learning for aging. Washington, DC: Adult Education Association of the USA.

Peterson, D.A. (1983). Facilitating education for older learners. CA: Jossey Bass.

1: Conceptual Framework: Current Social Trends and a Community Perspective

Objectives

1. To assess student competencies in relation to those identified for the course and to discuss how they are applied in educational program planning and design.
2. To describe and discuss current social trends which may impact the development of educational programs for older adults in the community
3. To identify the key concepts of social support networks (informal and formal resources) and the role of the community for the older adult.

Learner Competencies

- Organizational Behavior Understanding
- Aging Network Understanding
- Model Building Skills
- Futuring Skills
- Personal Understanding
- Self-directed Learning Understanding

Learning Strategy

- Individual student self-assessment using a competency list, group discussion and feedback
- Lecture/Presentation
- Discussion and Feedback

Resources

Bernotavicz, Freda. (1982). Family Neighbors and Friends, & Community Role. In F. Bernotavicz Improving Protective Services for Older Americans, A National Guide Series. Portland, ME: HSDI.

Cantor, M. (1979). Neighbors and Friends: An overlooked resource in the informal support system. Research on Aging, Dec. 1979. 1, 4.

Hiemstra, R. (1972). The activation of the educative community. In R. Hiemstra The educative community (pp.18-32). Lincoln, NE: Professional Education Publications Inc.

Naisbitt, John. (1984). Megatrends, (Chapters 1, 2, 5, 6, 8). NY: Warner.

2: Educational Gerontology and Its Implications

Objectives

1. To identify the concept of educational gerontology, its antecedents as well as current and future trends.
2. To describe and discuss education across the life span and how the education of older people should be grounded in their life experiences.
3. To describe and discuss the activation of the educative community.

Learner Competencies

- Organizational Behavior Understanding
- Educational Gerontology Understanding
- Older Adult Learner Understanding
- Gerontology Understanding
- Intellectual Versatility
- Life Span Understanding
- Personal Understanding
- Community Understanding

Learning Strategy

- Lecture/Presentation
- Discussion and Feedback

Resources

Heimstra, R. (1972). The activation of the educative community. In R. Hiemstra The educative community (pp. 18-32). Lincoln, NE: Professional Education Publications Inc.

Sherron, R.H. & Lumsden, D.B. (1978). Toward a definition of educational gerontology, & Education and the life cycle: A philosophy of aging. In R.H. Sherron & D. B. Lumsden (Eds.). Introduction to educational gerontology (pp. 1-29 & 31-47). Washington, DC: Hemisphere.

Waskel, S. (1982) Scope of educational programs for older adults. In M. A. Okun Programs for older adults (pp. 25-34). CA: Jossey-Bass.

3: Planning Educational Programs for Older Adults

Objectives

1. To describe the basic steps of the planning process in developing educational programs for older adults.
2. To identify key agencies and groups to be involved in the planning process in a variety of community settings (e.g. urban versus rural).
3. To present and discuss case studies of planning approaches utilized in different community settings.

Learner Competencies

- Organizational Behavior Understanding
- Aging Network Understanding
- Data Reduction Skills
- Intellectual Versatility
- Cost Benefit Analysis Skills
- Program Planning Skills
- Community Understanding

Learning Strategy

- Lecture/Presentation
- Written Case Studies/Discussion and Feedback

Resources

Glickman, L. L. et al. (1976). An inclusive model of educational program development for elders. In L. L. Glickman et al. Community colleges respond to elders. Washington, DC: National Institute of Education.

Hiemstra, R. (1972). Community coordination and cooperation. In R. Hiemstra The educative community (pp. 66-82). Lincoln, NE: Professional Education Publications Inc.

Knox, A. B. (Ed.). (1982). New directions for continuing education: Leadership strategies for meeting new challenges (No. 13). CA: Jossey-Bass.

National Council on Aging, Inc. (June, 1982). The "at-risk" elderly: Community services approach. Washington, DC: National Council on Aging.

Peterson, D. A. (1983). Planning and implementing effective educational programs (pp. 263-290). In D. A. Peterson Facilitating education for older learners. CA: Jossey-Bass.

Sherron, R. H. & Lumsden, D. B. (1978). Contemporary approaches to planning educational programs for aging adult learners. In R. H. Sherron & D. B. Lumsden Introduction to educational gerontology (pp. 93-103). Washington, DC: Hemisphere.

Suggested

Case study from local community. Representative from a successful program planning effort.

4: Assessing Needs and Resources in the Community

Objectives

1. To list the advantages and limitations of various instruments and procedures for assessing educational needs and interests in the community.
2. To describe the findings from major studies in assessing educational needs and interests.
3. To discuss central issues (e.g. needs versus wants, expressive versus instrumental education) and their implications for program planning.
4. To identify approaches and procedures for assessing existing programs in the community.

Learner Competencies

- Needs Assessment Skills
- Organization Understanding
- Educational Gerontology Understanding
- Data Reduction Skills
- Intellectual Versatility
- Cost Benefit Analysis Skills
- Program Planning Skills

Learning Strategy

- Lecture/Presentation
- Handouts of Tools/Methodology
- Case Studies/Discussion/Feedback

Resources

Davis, B. W. & Furry, M. M. (1979). Your new life alone: An educational strategy for divorced, widowed and separated adults (mimeo). University Park, PA: Pennsylvania State University, Department of Agriculture and Extension Education.

Glickman, L. L. et al. (1976). Community colleges respond to elders. Washington, DC: National Institute of Education.

Hiemstra, R. (1972). Continuing education for the aged: A survey of needs and interests of older people. Adult Education 22. 100-109.

Hiemstra, R. (1973). Educational planning for older adults: A survey of "expressive vs instrumental" preferences. International Journal of Aging and Human Development 4 (2) 100-109.

Londoner, C. (1978). Instrumental and expressive education: A basis for needs assessment and planning. In R. H. Sherron & D. B. Lumsden (Eds.). Introduction to educational gerontology (pp. 75-91). Washington, DC: Hemisphere.

Pennington, F. C. (Ed.). (1980). New directions for continuing education: Assessing educational needs of adults (No. 7). CA: Jossey-Bass.

Peterson, D. A. (1983). Educational needs and wants. In D. A. Peterson Facilitating education for older learners. (pp. 131-146). CA: Jossey-Bass.

5: Coordinating/Mobilizing Community Resources

Objectives

1. To demonstrate the process of interagency coordination through participation in a simulation exercise.
2. To discuss issues and problems in interagency coordination.

Learner Competencies

- Organizational Behavior Understanding
- Aging Network Understanding
- Data Reduction Skills
- Group Process Skills
- Negotiation Skills
- Program Planning Skills
- Cooperation Skills

Learning Strategy

- Participation in a simulation exercise of an effort to achieve cooperation in a community through assigned roles.
- Following the exercise, students discuss the experience and relate the issues to their real-life role and experiences.

Resources

Interagency Relations Exercise (Available from Alex Pattakos, Director of Research and Consultation; Bureau of Public Administration, University of Maine at Orono.)

6: The Role of Traditional Providers: Higher Education, Community Colleges and Public Schools

Objectives

1. To discuss the strengths and limitations of traditional providers in developing and implementing educational programs for the older adult.
2. To identify a variety of exemplary programs which are offered by traditional providers.

Learner Competencies

- Educational Systems Understanding
- Educational Gerontology Understanding
- Data Reduction Skills
- Intellectual Versatility

Learning Strategy

- Lecture/Presentation/Discussion

Resources

Demko, D. J. (1982). The aging education continuum: A community college's response. In M. A. Okun Programs for older adults (pp. 55-64). CA: Jossey-Bass.

Glickman, L. L. et al. (1976). Community colleges respond to elders: A sourcebook for program development. Washington, DC: National Institute of Education.

Jacobs, H. L. (1975). Education for aging in the elementary and secondary school system. In S. Grabowski (Ed.). Learning for Aging. Washington, DC: Adult Education Association of the U. S. A.

Knowlton, M. P. (1977). Liberal arts: The Elderhostel plan for survival. Educational Gerontology 2. 87-93.

Okun, M. A. (Ed.). (1982). Programs for older adults. CA: Jossey-Bass.

Price, J. C. (1982). Educational programs for older adults: A public school's response. In M. A. Okun Programs for older adults (pp. 45-54). CA: Jossey-Bass.

Scanlon, J. (1978). How to plan a college program for older people. NY: Academy for Educational Development.

Materials are on file from programs in Higher Education, Community Colleges and Public Schools.

7: Informal Educational Resources: Community Agencies, Nursing Homes and the Media

Objectives

1. To describe and discuss the role of informal educational providers, including the strengths and limitations of a variety of providers.
2. To identify a variety of programs offered by informal providers.

Learner Competencies

- Educational Gerontology Understanding
- Data Reduction Skills
- Intellectual Versatility

Learning Strategy

- Lecture/Presentation/Discussion

Resources

Ciotfredi, M. (1981). Education in a nursing home. Aging Sept.-Oct. 42-43.

Davis, R. H. (1980). Television and the aging audience. Los Angeles, CA: Andrus Gerontology Center.

Lauter, E. A. & W. S. (1982). From geriatric resident to language professor: A new program using the talents of the elderly in a skilled nursing facility. The Gerontologist 22. 548-550.

Maves, Paul A. (1982). Programming for older adults: a church's response. In M. A. Okun Programs for older adults (pp. 67-74). CA: Jossey-Bass.

Quattrochi-Tubin, S. & J., L. A. (Sp. 1980). Enhancing social interactions and activity among the elderly through stimulus control. Journal of Applied Behavior Analysis 13. 159-163.

Schaier, D. E. & Berghorn, F. J. (Oct. 1982). The intellectual life of nursing home residents. Abstract of paper presented at 35th scientific meeting of the Gerontological Society. The Gerontologist 215-216.

Sprouse, B. M. (1981). Community-based learning centers for older adults. (Research report.) WI: University of Wisconsin-Madison, McBeath Institute on Aging.

Materials are on file from programs in Senior Centers, Churches, Nursing Homes and the Extension Service.

8: Building Social Supports Through Educational Programs

Objectives

1. Describe ways in which educational programs build social support systems for the frail elderly.
2. Describe how community and familial networks can be strengthened through intergenerational programs.
3. Describe the role of education in providing support to family members: caregivers and middle-aged children.

Learner Competencies

- Family Systems Understanding
- Educational Gerontology Understanding
- Data Reduction Skills
- Intellectual Versatility
- Community Understanding
- Life Span Understanding
- Personal Understanding

Learning Strategy

- Lecture/Presentation/Discussion

Resources

Brody, E. (1979). The dependent elderly and women's changing roles. Philadelphia, PA: Philadelphia Geriatric Center.

Cohen, S. & Bans, B. M. (1978). The other generation gap: the middle aged and their aging parents. Chicago, IL: Follett.

Crowe, A. H., Ferguson, E. et al. (1981). The elder program: an educational model for network building among the elderly. (mimeo).

Laboratory school disseminating adopted grandparents program nationwide. (1983. April). Gerontophiles p. 2-3.

Lind, D. (1982). Young and old mix for mutual therapy. Contemporary Administrator June 12-13.

Rath, S. F. & Trocchia, J. M. (Jan. 1981). Nursing home residents as surrogate grandparents for preschool children. Hospital and Community Psychiatry 32 (1) 58-60.

Silverstone, B. & Hyman, H. K. (1976). You and your aging parent: The modern family's guide to emotional, physical and financial problems. NY: Pantheon Books.

Young and old together: A training manual for intergenerational programs (DSO #12399). Champaign, IL: University of Illinois, ERIC Clearinghouse.

9: Building a Model for Program Development

Objectives

1. Generate criteria for developing and designing Educational Gerontology programs in the community.
2. Build a model for developing and designing Educational Gerontology programs in the community.

Learner Competencies

- Organizational Behavior Understanding
- Educational Gerontology Understanding
- Aging Network Understanding
- Data Reduction Skills
- Intellectual Versatility
- Cost Benefit Analysis Skills
- Model Building Skills
- Relationship Versatility
- Program Planning Skills
- Program Design Skills

Learning Strategy

- A brainstorming technique will be used to generate a listing of criteria for designing and developing programs.
- These criteria will then be utilized to build a model for program design and development.

10: Testing the Model

Objectives

1. Discuss issues in developing and designing Educational Gerontology programs in the community from the perspective of providers.
2. Refine the model based on the reality issues identified in the discussion.

Learner Competencies

- Organizational Behavior Understanding
- Educational Gerontology Understanding
- Aging Network Understanding
- Data Reduction Skills
- Intellectual Versatility
- Cost Benefit Analysis Skills
- Model Building Skills
- Relationship Versatility
- Program Planning Skills
- Program Design Skills

Learning Strategy

The session will be in two parts.

- In the first part, a panel composed of managers and administrators of Educational Gerontology programs in the local community will describe their program and respond to questions from students.

- In the second, the draft model for program design and development will be refined.

11 - 13: Presenting and Assessing Program Development and Design Proposals

Objectives

1. To present, defend and discuss proposals for the development of Educational Gerontology Programs.
2. To assess proposals for the development of Educational Gerontology programs and to provide feedback on program strengths and weaknesses.
3. To assess oral presentation skills of fellow students and to provide constructive feedback.

Learner Competencies

- Organizational Behavior Understanding
- Educational Gerontology Understanding
- Older Adult Learning Understanding
- Aging Network Understanding
- Data Reduction Skills
- Cost Benefit Analysis Skills
- Feedback Skills
- Presentation Skills
- Relationship Versatility
- Program Planning
- Program Design

Learning Strategy

- Individual students will make a presentation to the class of a proposal for a program in Educational Gerontology.
- The class will play the role of a board responsible for approving the program.
- The presentation will be critiqued by the class in relationship to the model for program development (its soundness, feasibility, thoroughness) and also in relationship to principles and standards of oral presentation skills.

14: Educational Gerontology in the Community of the Future

Objectives

1. To project trends in society and visualize possible and probable futures and their consequences for Educational Gerontology programs.
2. To assess student competencies in relation to the competencies addressed in the course and to discuss (a) how the competencies were developed during the course and (b) how they can be applied in practical situations.

Learner Competencies

- Educational Gerontology Understanding
- Intellectual Versatility
- Futuring Skills
- Group Process Skills
- Community Understanding
- Educational Systems Understanding
- Family Systems Understanding
- Personal Understanding

Learning Strategy

- Through a group discussion, brainstorming approach, the class will generate a listing of important future trends and issues with a potential impact on programming in Educational Gerontology.
- Small groups will then select the three/four most likely future scenarios and develop potential programming approaches which will address future needs and conditions.
- The course will end with students completing the written self-assessment used in Unit I and discussing/evaluating their own performance and the course.

Resources

Naisbitt, J. (1982). Megatrends. NY: Warner.

The Aging Worker

Course Description

This course examines the demography and social-psychology of aging as it applies to the older worker. The implications for employer and employee will be studied in such areas as planning for and adjusting to retirement, vocational training and job modification. Strategies that facilitate adult development and learning will be examined, along with a survey of various resources available to support the needs of the older worker.

Course Objectives

1. Students will achieve a greater understanding of the aging process and the status of older persons in America, especially as these realities apply to employment.
2. Students will learn about the options and possibilities that are open to older individuals who are or who desire to be employed in the labor force.
3. Students may be stimulated to become involved in aging program initiatives now or at a later time.

Requirements

1. Read at least 1,500 pages of gerontological literature, including the required readings.
2. Understand and be able to articulate the major issues involved with aging and employment.
3. Describe and be able to apply the basic principles of educating older adults for employment.
4. Assess options to traditional employment models for the aging worker.
5. Research and present, in either written or oral form, one of the major issues facing the contemporary aging worker.
6. Demonstrate synthesis of learning and the ability to apply knowledge in a practical manner by way of adequate performance on a final examination.

Course Readings

Required:

Copperman, L. F. & Keast, F. (1983) Adjusting to an older work force. NY: Van Nostrand Reinhold.

Cox, H. (Ed.). (1983) Aging (3rd ed.) Guilford, CT: Dushkin.

Recommended:

Atchley, R. C. (1980) The social forces in later life (3rd ed.). Belmont, CA: Wadsworth.

Blau, Z. S. (1981) Aging in a changing society (2nd ed.) NY: Franklin Watts.

Doering, M., Rhodes, S. & Schuster, M. (1983) The aging worker: Research and Recommendations. Beverly Hills, CA: Sage.

Schulz, J. H. (1980) The economics of aging (2nd ed.) Belmont, CA: Wadsworth.

Ward, R. S. (1984) The aging experience: An introduction to social gerontology (2nd ed.) NY: Harper & Row.

1: Introduction to the Course and Facts on Aging as Applied to the Older Worker

Objectives

1. To introduce the basic concepts and parameters of the study of the older worker.
2. To describe the general context within which the study of the aging worker will be explored.
3. To determine the amount of knowledge that has been achieved on the part of the course participant by way of a facts on aging instrument.
4. To understand basic concepts of gerontology as they apply to the issue of aging in employment.

Learner Competencies

- Society Understanding
- Gerontology Understanding
- Professions Understanding

Learning Strategy

- Lecture/presentation.
- Administration of "Facts on Aging" instrument.
- Discussion and feedback.

Resources

Copperman, L.F. & Keast, F. (1983). Adjusting to an older work force. NY: Van Nostrand Reinhold.

Cox, H. (ed.) (1983) Aging (4th ed.). Guilford, CT: Dushkin.

Palmore, E. (1977). Facts on aging: A short quiz. Gerontologist 17 (4) pp. 315-320.

Palmore, E. (1981). Facts on aging quiz; Part 2. Gerontologist 21 (4) pp. 431-432.

2: Aging in American Society: A Brief Overview

Objectives

1. To describe major issues in aging with application to the aging worker.
2. To identify trends within American society which both facilitate and hinder the labor force participation of older workers.

Learner Competencies

- Society Understanding
- Gerontological Public & Social Policy Understanding
- Older Adult Learning Understanding
- Professions Understanding
- Educational Gerontology Understanding
- Gerontology Understanding
- Aging Network Understanding

Learning Strategy

- Lecture/presentation.
- Discussion and feedback.

Resources

Atchley, R. (1980) The social forces in later life (3rd ed.) Belmont, CA: Wadsworth.

Blau, Z. S. (1981) Aging in a changing society (2nd ed.) NY: Franklin Watts.

Ward, R. (1984) The aging experience: An introduction to social gerontology. (2nd ed.) NY: Harper & Row.

Weeks, J. (1984) Aging: Concepts in social issues. Belmont, CA: Wadsworth.

Yolles, S. et al. (1984) The aging employee. NY: Human Sciences Press.

3: Psycho-Social Theories of Aging and Their Application to Work

Objectives

1. To describe and discuss five major theories of aging.
2. To identify the strengths and weaknesses of these five theories of aging.
3. To understand how theories of aging relate to the question of labor market participation of older workers.

Learner Competencies

- Organizational Behavior Understanding
- Gerontology Understanding
- Human Services Systems Understanding

Learning Strategy

- Lecture.
- Discussion.
- Group exercise.
- Critique of each theory as well as "Social Theories" concept as a whole.

Resources

Atchley, R. C. (1980). The social forces in later life. (3rd ed.) Belmont, CA: Wadsworth.

Butler, R. & Lewis, M. (1982). Aging and mental health. (3rd ed.) St. Louis, MO: Mosby.

Cowgill, D. & Holmes, L. (1972). Aging and modernization. NY: Meredith.

Cumming, E. (1981). Further thoughts on the theory of disengagement. In C. Kart & B. Manard (Eds.). Aging in America: Readings and social gerontology. (2nd ed.) (pp. 39-57) Sherman Oaks, CA: Alfred.

Lemon, B., Bengston, V. & Peterson, J. (1981). An exploration of the activity theory of aging In C. Kart & B. Manard (Eds.). Aging in America: Readings and social gerontology (2nd ed.) (pp. 15-38) Sherman Oaks, CA: Alfred.

Ward, R. S. (1984). The aging experience: An introduction to social gerontology (2nd ed.). NY: Harper & Row.

4: The Nature and Meaning of Work in American Society

Objectives

1. To describe and understand the meaning of work from an historical perspective.
2. To identify the various patterns historically, as well as in contemporary America, of the relationship between work and leisure.
3. To identify the work ethic and discuss applications of this ethic to older workers.

Learner Competencies

- Community Understanding
- Intellectual Versatility
- Society Understanding
- Data Reduction Skills

Learning Strategy

- Presentation.
- Discussion.
- Administration and discussion of "work ethic" instrument.

Resources

Adriano, T. (1930). Work: What it has meant to men through the ages. (Fischer, Trans.). NY: Harcourt Brace.

Atchley, R. (1971). Retirement and work orientation. Gerontologist 11, 29-32.

Osgood, N. J. (1982). Work: Past, present and future. In N. J. Osgood (Ed.). Life after work: Retirement, leisure, recreation and the elderly. (pp. 3-28). NY: Praeger.

Weber, M. (1958). The Protestant ethic and the spirit of capitalism. (Parsons, Trans.) NY: Scribner.

5: The Demography of Aging and Work

Objectives

1. To describe the major demographic trends of older persons in America.
2. To examine the relationship between fertility, mortality and migratory patterns.
3. To describe the economic implications of recent demographic trends in American society.
4. To identify patterns of participation by older people in the American labor force.

Learner Competencies

- Gerontology Understanding
- Data Reduction Skills
- Society Understanding

Learning Strategy

- Lecture/presentation.
- Handout materials.
- Examination of tables and charts.
- Discussion and feedback.

Resources

Adams, et al. (1981). Retirement and mortality. Aging and Work 4, (2) 115-120.

Copperman, L. F. & Keast, F. (1983). Adjusting to an older work force. NY: Van Nostrand Reinhold.

Rones, P. (1982). Aging of the older person and the effect on its labor force rates. Aging and Work 5 320-321.

Schulz, J. (1980) The Economics of Aging (2nd ed.) Belmont, CA: Wadsworth.

Siegel, J. & Taeuber, C. (April 1982). The 1980 census and the elderly: New data available to planners and practitioners. Gerontologist 22 (2) 144-151.

6: The Phenomenon of Retirement

Objectives

1. To describe the sociology and psychology of retirement.
2. To identify the retirement trajectory.
3. To examine and evaluate the retirement identity crisis theory.
4. To critically evaluate managerial retirement policy.

Learner Competencies

- Gerontological Public and Social Understanding
- Cooperation Skills
- Presentation Skills
- Society Understanding
- Gerontology Understanding
- Policy Formulation Skills
- Data Reduction Skills

Learning Strategy

- Lecture/presentation.
- Handouts.
- Staged debate on the issue of mandatory retirement.

Resources

Atchley, R. C. (1980) The social forces in later life (3rd ed.). Belmont, CA: Wadsworth.

Edwards, C. (1982). Pressure builds to abolish mandatory retirement. Aging and Work 5 15-24.

Foner, A. & Schwab, K. (1981) Aging and retirement. Monterey, CA: Brooks Cole.

Miller, S. (1965) The social dilemma of the aging leisure participant. In A. Rose & W. Peterson, (Eds.). Older people and their social world (pp.77-92) Philadelphia, PA: Davis.

Palmore, E. (Ed.). (1974) Normal aging II. (Reports from the Duke Longitudinal Studies) Chapel Hill, NC: Duke University Press.

7: Pre-retirement Education and Planning

Objectives

1. To describe the nature and meaning of pre-retirement education.
2. To describe the constituative elements of pre-retirement education and planning programs.
3. To observe and evaluate one example of a pre-retirement education design.

Learner Competencies

- Life Span Understanding
- Gerontology Understanding
- Program Planning Skills
- Educational Gerontology Understanding
- Instructional Design Skills

Learning Strategy

- Brief lecture/presentation.
- Viewing a videotape.
- Discussion and feedback.

Resources

Brahce, C. & Hunter, W. (1978). Leadership training for retirement education. In R. Sherron & D. B. Lumsden Introduction to educational gerontology (pp. 255-276). Washington, DC: Hemisphere.

Fitzpatrick, E. (Winter 1980). An introduction to NCOA's retirement program. Aging and Work 3 20-26.

Hunter, W. (1980). Pre-retirement education leaders manual. MI: Univ. of Michigan, Institute of Gerontology.

Segal, S. & Rives, J. (Summer 1980). Pre-retirement programs within service firms: Existing and planned programs. Aging and Work 3 183-191.

Slover, D. (1982). Preparation for retirement: The impact of pre-retirement programs. In N. J. Osgood, (Ed.) Life after Work: Retirement, leisure, recreation and the elderly (pp. 342-350). NY: Praeger.

Tiberi, D., Boyack, V. & Kerschner, P. (Oct.-Dec. 1978). A comparative analysis of four pre-retirement education models. Educational Gerontology 355-374.

8: The Social Security Act and Its Implications for Retirement and Work

Objectives

1. To describe the major mission and function of the Social Security Act.
2. To describe the major program dimensions of the Social Security Act.
3. To describe how the Social Security Act affects older workers in America.

Learner Competencies

- Gerontological Public and Social Policy Understanding
- Program Evaluation Skills
- Gerontology Understanding
- Policy Formulation Skills

Learning Strategy

- Brief presentation.
- Handout of materials.
- Viewing of film.
- Guest lecture by representative of the Social Security Administration.

Resources

Copperman, L. F. & Keast, F. (1983) Adjusting to an older work force. NY: VanNostrand Reinhold.

Dooring, M., Rhoades, S., & Schuster, M. (1983) The aging worker: Research and recommendations. Beverly Hills, CA: Sage.

Lingg, B. (1982) Social security benefits of female retired workers and two worker couples. Aging and Work 5 201-202.

Morrison, M. (Ed.) (1982) Economics of aging: The future of retirement. NY: Van Nostrand Rinehold.

Schulz, J. H. (1980) The economics of aging (2nd ed.). Belmont, CA: Wadsworth.

Social Security Handbook. (1982) Washington, DC: U. S. Dept. of Health and Human Services, Social Security Administration.

9: Other Legislative Initiatives

Objectives

1. To describe the history and substance of the Age Discrimination and Employment Act.
2. To identify the major aspects of the Employee Retirement Insurance Security Act.
3. To identify the major strengths and weaknesses of the Older Americans Act of 1965.
4. To discuss the relationship of major legislative initiatives and their effect on older workers.

Learner Competencies

- Gerontological Public and Social Policy Understanding
- Aging Network Understanding
- Policy Formulation Skills

Learning Strategy

- Lecture/presentation.
- Handouts.
- Discussion and feedback.

Resources

Age Discrimination and Employment Act. Public Law 94-135. Washington, DC: Library of Congress. (Selected readings, handout).

Delury, B. (Winter 1976). The Age Discrimination in Employment Act, Background and highlights of recent cases. Industrial Gerontology 37-40.

Kendig, W. (1978) Age discrimination in employment. AMACOM.

Morrison, M. H. (Fall 1981) ADEA and the future of retirement. Aging and Work 253-257.

The Older American's Act of 1965. Public Law 95-478. Washington, DC: Library of Congress. (Selected readings, handout).

Schieber, S. (1982) Trends in pension coverage and benefit receipt. Gerontologist 22 (6) 474-481.

Schiller, B. et al. (1982) Restrictive pension provisions and the older worker. Gerontologist 22 (6) 482-487.

10: Barriers to Employment

Objectives

1. To examine the various structural and dispositional barriers to participation in the labor force of older workers.
2. To apply a barriers-to-participation model in adult education to the older worker.
3. To examine possible ways of mitigating barriers to employment of older workers.

Learner Competencies

- Gerontology Understanding
- Professions Understanding
- Society Understanding

Learning Strategy

- Lecture/presentation.
- Handouts of materials.
- Discussion.

Resources

Copperman, L. F. & Keast, F. (1983) Adjusting to an older work force. NY: Van Nostrand Reinhold.

Cross, K. P. (1981). Adults as Learners. CA: Jossey-Bass.

Edwards, C. (1982). Pressure builds to abolish mandatory retirement. Aging and Work 5 303-305.

Shenkin, A. & Gilchrist, B. (1982). Age and technological unemployment. Aging and Work 5 200-201.

11: Innovations in Aging and Work

Objectives

1. To discuss and describe numerous options to full time employment for older workers.
2. To explicate the strengths and weaknesses of various options to full time work such as work sharing, flextime, and emeritus status.

Learner Competencies

- Society Understanding
- Program Evaluation Skills
- Organizational Behavior Understanding

Learning Strategy

- Presentation.
- Handouts.
- Case studies.
- Discussion and feedback.

Resources

Alternative work options for older workers, a four part series of articles. (Spring 1981). Aging and Work 4 73-160.

Best, F. (1981) Work sharing: Issues, policy options and prospects. Kalamazoo, MI: Upjohn Institute for Employment Research.

Gray, S. & Morse, D. (Spring 1980). Retirement and re-engagement: Changing work options for older workers. Aging and Work 103-111.

McCarthy, M. & Rosenberg, G. (19). Work sharing case studies. Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

Nollen, S. & Martin, V. (1980). Alternative Work Schedules. (AMA survey report). NY: AMACOM.

Rosenberg, G. & McCarthy, M. (Summer 1980). Flexible retirement programs in two U. S. Companies. Aging and Work 210-214.

12: Education and Training of Older Workers

Objectives

1. To describe the abilities of older workers to learn.
2. To explicate the nature of the problems in developing training programs for the older worker.
3. To identify approaches and procedures for optimizing educational and training opportunities for older workers.

Learner Competencies

- Educational Systems Understanding
- Educational Gerontology Understanding
- Program Planning Skills
- Training and Development Field Understanding
- Older Adult Learning Understanding
- Instructional Design Skills

Learning Strategy

- Presentation.
- Case Studies.
- Discussion and feedback.
- Simulation.
- Handouts.

Resources

Bolton, C. (1978) Alternative instructional strategies for older learners. In R. Sherron & D. B. Lumsden Introduction to educational gerontology (pp. 105-131). Washington, DC: Hemisphere.

Bromley, D. B. (1974) Affects of ageing on adult intelligence. In D. B. Bromley Psychology of human ageing (pp. 178-210). NY: Penguin Books.

Bromley, D. B. (1974) Affects of ageing on work and skills. In D. B. Bromley Psychology of human ageing (pp. 152-177). NY: Penguin Books.

Dooring, M., Rhoades, G. & Schuster, M. (1983) Aging worker research and recommendations. Beverly Hills, CA: Sage.

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Haber, D. (1982) New directions for education and training in gerontology. Educational Gerontology 8 (3) 251-258.

Labouvie-Vief, G. (1978). Models of cognitive functioning in the older adult: Research needs in educational gerontology. In R. Sherron & D. B. Lumsden Introduction to educational gerontology (pp. 229-254). Washington, DC: Hemisphere.

Peterson, D. (1983) Facilitating education for older learners. CA: Jossey-Bass.

13: Aging and the Emerging Blended Life Plan

Objectives

1. To describe the historical relationship between leisure and work.
2. To describe the difference between a linear and a blended life plan.
3. To discuss various options for integrating leisure, education and work into the later years.

Learner Competencies

- Society Understanding
- Personal Understanding
- Gerontology Understanding
- Futuring Skills
- Career Development Understanding
- Lifespan Understanding
- Educational Gerontology Understanding

Learning Strategy

- Presentation.
- Handouts of materials.
- Discussion and feedback.

Resources

Best, F. & Stern, B. (July 1977). Education, work and leisure: Must they come in that order? Monthly Labor Review. Washington, DC: Dept. of Labor.

Kreps, J. (1971). Lifetime allocation of work and income. Chapel Hill, NC: Duke Univ. Press.

Lieberman, L. & Lieberman, L. (1983). Second careers in art and craft fairs. The Gerontologist 23 (3) 266-272.

Osgood, N. J., (Ed.). (1982). Life after work: Retirement, Leisure, Recreation and the Elderly. NY: Praeger.

Sarason, S. (1977). Work, aging and social change: Professionals and the one life--one career imperative. NY: Free Press.

14 & 15: Presentation of Seminar Reports

Objectives

1. To present, defend and discuss student seminar reports on various issues in aging and work.
2. To explore questions posed by students for further investigation in the area of the aging worker.

Learner Competencies

- Climate Setting Skills
- Instructional Design Skills
- Questioning Skills
- Data Reduction Skills
- Library Skills
- Presentation Skills

Learning Strategy

Individual students will make an oral presentation to the rest of the class on an issue concerning the aging worker. The issue will have been carefully defined and reviewed with the faculty member in advance of this presentation. Time will be allowed after each presentation for discussion, critique and the exploration of implications of this issue for the older worker in America.

16: Implications of an Older Work Force for Education and Society

Objectives

1. To project trends in the older work force and education for the future.
2. To examine possible relationships between education and the aging worker in the future American labor force.

Learner Competencies

- Society Understanding
- Futuring Skill
- Policy Formulation Skill
- Educational Gerontology Understanding
- Intellectual Versatility

Learning Strategy

By way of a modified nominal group method the class will generate a listing of the important future trends and issues which may have an impact on the older worker and education. A set of priorities will be deducted from this list. Implications of these issues for educators and educational gerontologists will be discussed.

Resources

Marcel, G. (1967). Desire and hope. In N. Lawrence & D. O'Connor (Eds.). Readings in Existential Phenomonology. Englewood Cliffs, NJ: Prentice Hall.

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The National Council on Aging. (1981) Aging in the 80's: America in Transition. Washington, DC: NCOA.

Appendix

Competency Self Assessment

The following self-assessment questionnaire is designed to be used in the first and last session of each of the five courses. The instructions for completion of the questionnaire are adapted from Knowles (1980).

University of Southern Maine

Competencies for Educational Gerontologists

Name_____

First, think about the professional role you have now or which you are preparing to have. Then (1) indicate on the six-point scale below, the level of each competency required for performing the role you are in or are preparing for by placing an "R" (required level) at the appropriate point.

When you have gone through the whole list, go back to the beginning and think about yourself. Then (2) indicate on the scale the level of your present development of each competency by placing a "P" (present level) at the appropriate point.

You will emerge with a profile of the gaps between where you are now and where you need to be in order to perform your role well.

		Low		Moderate		High	
I.	CONCENTRATION KNOWLEDGE						
1.1	Aging Network Understanding - Knowing the strategy, structure, power networks, funding, systems of the aging network in Maine.	0	1	2	3	4	5
1.2	Educational Gerontology Understanding - Knowing the key concepts and variables that define Educational Gerontology (e.g. critical issues, participation, barriers, learning sites).	0	1	2	3	4	5
1.3	Gerontological Public and Social Policy Understanding - Knowing legislation, policies and practices in the field of gerontology and identifying a variety of funding sources.	0	1	2	3	4	5

		Low		Moderate		High	
1.4	Gerontology Understanding - Knowing the key concepts and variables that define Gerontology (e.g. the aging process, myths and stereotypes).	0	1	2	3	4	5
1.5	Older Adult Learning Understanding - Knowing how older adults acquire and use knowledge, skills, attitudes. Understanding individual differences in learning.	0	1	2	3	4	5
2.	PROGRAM KNOWLEDGE						
2.1	Career Development Understanding - Knowing the personal and organizational issues and practices relevant to individual careers.	0	1	2	3	4	5
2.2	Community Understanding - Knowing the structure and processes of communities, including the relationship of formal and informal networks and the role of community education.	0	1	2	3	4	5
2.3	Educational Systems Understanding - Knowing the structure, power networks, funding of the educational system (public schools, colleges, universities). Recognizing critical current issues and trends.	0	1	2	3	4	5
2.4	Family Systems Understanding - Knowing the structure and dynamics of family systems, traditional and non-traditional. Recognizing topics in the area of family relations and child development relevant to educators.	0	1	2	3	4	5

		Low		Moderate		High	
2.5	Human Resource (HR) Field Understanding - Understanding issues and practices in other HR areas (Organization Development, Job Design, Human Resource Planning, Selection and Staffing, Personnel Research and Information Systems, Compensation and Benefits, Employee Assistance, Union/Labor Relations, Inservice Training).	0	1	2	3	4	5
2.6	Human Services Systems Understanding - Knowing the structure, power networks, funding of the human services system. Recognizing critical current issues and trends.	0	1	2	3	4	5
2.7	Life Span Understanding - Knowing the processes underlying growth, development and behavioral changes of humans from conception to old age. Understanding the interaction of biological, cognitive and psychosocial development.	0	1	2	3	4	5
2.8	Organizational Behavior Understanding - Seeing organizations as dynamic political, economic and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events and change.	0	1	2	3	4	5
2.9	Personal Understanding - Recognizing one's own continually evolving personal philosophy and attitudes regarding personal and professional development and the aging process.	0	1	2	3	4	5
2.10	Professions Understanding - Knowing the social, historical and political forces which shape professions (especially education and the helping professions). Recognizing important issues in the current context of a specific profession.	0	1	2	3	4	5

		Low		Moderate		High	
2.11	Self-directed Learning Understanding - Involving learners appropriately in self-diagnosis of needs, planning, conducting, and evaluating of learning activities.	0	1	2	3	4	5
2.12	Society Understanding - Knowing the structure and processes of major social groups, institutions, and associations.	0	1	2	3	4	5
2.13	Training and Development Field Understanding - Knowing the technological, social, economic, professional, and regulatory issues in the field; understanding the role training and development plays in helping individuals learn for current and future jobs.	0	1	2	3	4	5
3.	GENERIC SKILLS						
3.1	Change Agent Skills - Ability to perform the role of change agent vis-a-vis organizations and communities utilizing educational processes.	0	1	2	3	4	5
3.2	Climate Setting Skills - Establishing a physical and psychological climate of comfort, warmth, mutual respect, openness, and trust.	0	1	2	3	4	5
3.3	Competency Identification Skills - Identifying the knowledge and skill requirements of jobs, tasks, roles.	0	1	2	3	4	5
3.4	Computer Competence - Understanding and being able to use computers.	0	1	2	3	4	5
3.5	Cooperation Skills - Planning effectively with and through others, sharing and assigning responsibilities and decision making with them when appropriate.	0	1	2	3	4	5

		Low		Moderate		High	
3.6	Cost/Benefit Analysis Skills - Assessing alternatives in terms of their financial, psychological and strategic advantages and disadvantages.	0	1	2	3	4	5
3.7	Counseling Skills - Helping individuals recognize and understand personal needs, values, problems, alternatives and goals.	0	1	2	3	4	5
3.8	Data Reduction Skills - Scanning, synthesizing and drawing conclusions from data.	0	1	2	3	4	5
3.9	Feedback Skills - Communicating opinions, observations and conclusions so that they are understood.	0	1	2	3	4	5
3.10	Futuring Skills - Projecting trends and visualizing possible probable futures and their implications.	0	1	2	3	4	5
3.11	Grantsmanship Skills - Preparing grant proposals and identifying potential funding sources for them.	0	1	2	3	4	5
3.12	Group Process Skills - Influencing groups to both accomplish tasks and fulfill the needs of their members.	0	1	2	3	4	5
3.13	Instructional Design Skills - Designing learning experiences (including objectives describing desired outputs) for accomplishing a variety of purposes while taking into account individual differences among learners.	0	1	2	3	4	5
3.14	Instructional Evaluation Skills - Evaluating learning procedures and outcomes and selecting or constructing appropriate instruments and procedures for this purpose.	0	1	2	3	4	5

		Low		Moderate		High	
3.15	Instructional Methods/Materials/Techniques-Skills - Selecting and using a variety of materials, methods, and techniques (including audiovisual hardware and software) for achieving particular educational objectives.	0	1	2	3	4	5
3.16	Intellectual Versatility - Recognizing, exploring and using a broad range of ideas and practices. Thinking logically and creatively without undue influence from personal bias.	0	1	2	3	4	5
3.17	Library Skills - Gathering information from printed and other recorded sources. Identifying and using information specialists and reference services and aids.	0	1	2	3	4	5
3.18	Model Building Skills - Developing theoretical and practical frameworks which describe complex ideas in understandable, usable ways.	0	1	2	3	4	5
3.19	Needs Assessment Skills - Developing and using instruments and procedures for assessing the needs of individuals, organizations, and subpopulations in communities.	0	1	2	3	4	5
3.20	Negotiation Skills - Securing win-win agreements while successfully representing a special interest in a decision situation.	0	1	2	3	4	5
3.21	Organizational Development Skills - Ability to diagnose problems, intervene, facilitate and conduct action research and evaluation.	0	1	2	3	4	5
3.22	Performance Observation Skills - Tracking and describing behaviors and their effects.	0	1	2	3	4	5

		Low		Moderate		High	
3.23	Policy Formulation Skills - Formulating policies that clearly convey the definition of the mission, social philosophy, educational commitment, etc., of an organization.	0	1	2	3	4	5
3.24	Presentation Skills - Verbally presenting information so that the intended purpose is achieved.	0	1	2	3	4	5
3.25	Program Design Skills - Constructing a wide variety of program designs to meet needs of various situations utilizing a creative variety of formats, activities, schedules and resources.	0	1	2	3	4	5
3.26	Program Evaluation Skills - Developing and carrying out plans for program evaluation that will satisfy the requirements of institutional accountability and provide for program improvement.	0	1	2	3	4	5
3.27	Program Planning Skills - Implementing basic steps in the planning process including involving representatives of client groups and community agencies in planning and appropriately assessing needs.	0	1	2	3	4	5
3.28	Program Promotion Skills - Designing and using promotion, publicity, and public-relations strategies appropriately and effectively.	0	1	2	3	4	5
3.29	Questioning Skills - Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires and other probing methods.	0	1	2	3	4	5
3.30	Records Management Skills - Storing data, information, materials and resources in easily retrievable form.	0	1	2	3	4	5
3.31	Relationship Versatility - Adjusting behavior in order to establish relationships across a broad range of people and groups.	0	1	2	3	4	5

		Low		Moderate		High	
3.32	Research Skills - Selecting, developing and using methodologies, statistical and data collection techniques for a formal inquiry.	0	1	2	3	4	5
3.33	Training Logistics Skills - Planning and coordinating operational details in an efficient and cost-effective manner.	0	1	2	3	4	5
3.34	Writing Skills - Preparing written material which follows generally accepted rules of style and form, is appropriate for the audience, creative, and accomplishes its intended purposes.	0	1	2	3	4	5

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